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# THE WESTERN JOURNAL of EDUCATION

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JANUARY, 1922

### Featuring Los Angeles County and City Schools

MARK KEPPEL
The forward looking Superintendent of Los Angeles County, under whose constructive leadership the schools have developed in importance until now he controls a financial budget of over twenty million dollars per year.

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# The truth about beet sugar

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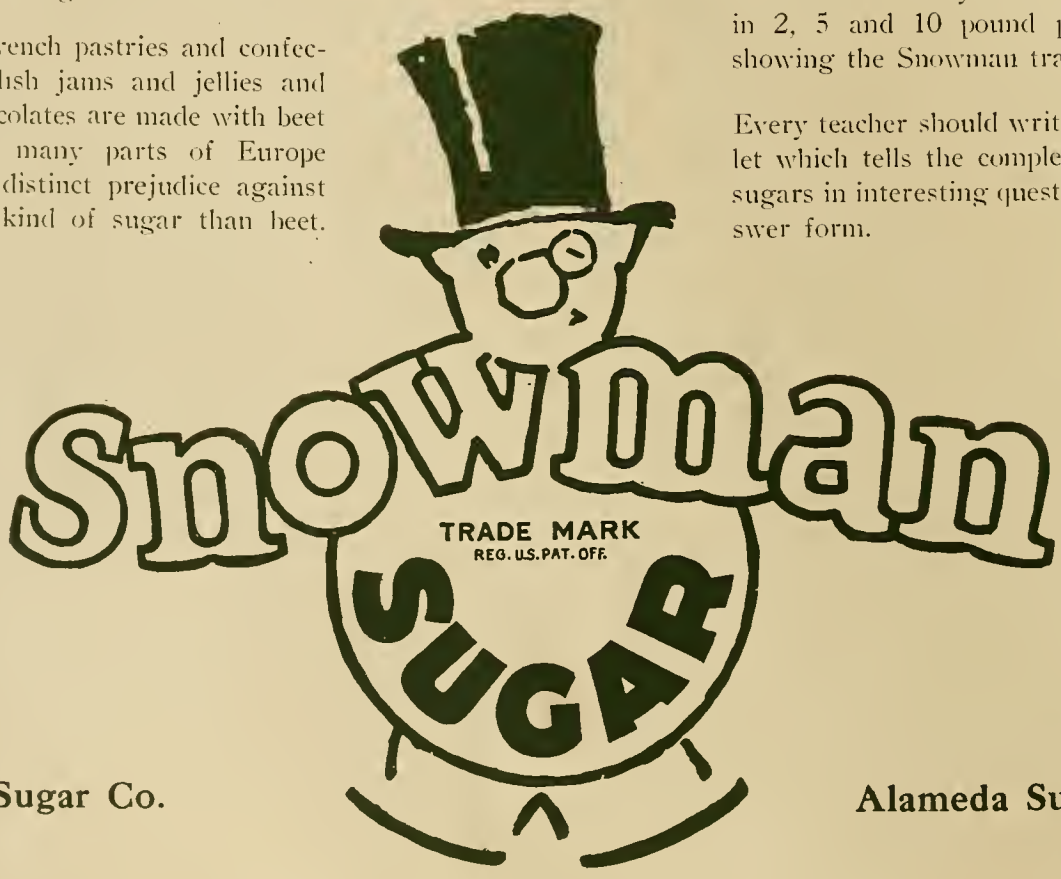


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# WESTERN JOURNAL OF EDUCATION

*Oldest and Best-Established School Board Periodical on the Pacific Coast . . . . Representative of California Federation of School Women's Clubs, Teachers' Association of San Francisco and devoted to the interests of 20,000 Teachers of California*

MEETINGS

Bay Section the California Teachers' Association; Elizabeth Arlett, President, Oakland, Cal.; F. H. Boren, Secretary, Oakland, Cal.

Northern California Teachers' Association; Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association. George C. Bush, President, Pasadena; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

**The Western Journal of Education**

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

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## THE LOS ANGELES COUNTY SCHOOL SYSTEM

William Maurice Culp

The West, if anything, is optimistic. Los Angeles is the city of optimism—opportunities, if you please—but filled with the spirit that she will get on some way, somehow, just because she is Los Angeles and in Southern California. You do not have to be born in Los Angeles to be a Los Angeles optimist. Three or four years in contact with the environment converts the hardest minds and Los Angeles first, last and all the time is the story.

The growth of the Los Angeles county school system is a story of optimism. In 1903 Mark Keppel became the superintendent of Los Angeles county schools; for almost twenty years he has been the guiding hand in one of the most tremendous developments of the public school system in the United States.

In 1903 the assessed valuation of Los Angeles county was $168,646,389; in 1922 it is $1,175,262,858. In 1903 the kindergarten enrollment was 3076; in 1922 it is 14,913. In 1903 there were 38,833 in the elementary schools; in 1922 the large number of 157,088. In 1903 there were 1715 high school pupils in the county; in 1922 there are 60,723, an increase of nearly 3600 per cent. In 1903 the total school expenditures for the county was $1,896,680.92; in 1922 it is $21,073,708.72. The elementary school districts have increased from 135 in 1903 to 150 in 1922. The high school districts have grown from 18 to 26. In 1903 the total enrollment of school children was 43,624; in 1922 it is over 232,724.

These bare figures tell an eloquent story of tremendous expansion of the Los Angeles county school system. When compared with the rest of the state of California they are significant also. The total educational expenditures for the state run over $65,000,000. Approximately one-third of it is spent in Los Angeles county. The number of school children in California number around 600,000. One-third of the school population of the state is in Los Angeles county. Los Angeles county contains 3880 square miles.

The wonderful panoramic view of Los Angeles county can be gained from Mt. Wilson in the Sierra Madre Mountains back of the Los Angeles Plain. In the night time on one of those wonderful Southern California nights you can see the countless lights twinkling in the plain below.

At your feet lie Claremont, Pomona, Azusa, Glendora, Covina, San Dimas in the midst of orange and lemon orchards. Farther away are the massed lights of Los Angeles city proper, encircled by Pasadena, Glendale, South Pasadena, Huntington Park, Hyde Park, Inglewood and Sawtelle, and then you look out upon the Pacific, a black blot in the night, and see the promenade lights of Santa Monica, Ocean Park, Venice, Hermoso Beach, Redondo Beach. To the south lies Long Beach—a youngster in years but the fifth city in size in the California empire.

This region is filled with fine school buildings, elementary and high school. Money is spent for education and it is Mark Keppel who has advised and labored and aided in making possible the best educational development.

Travel anywhere you will over California, you will hear Mark Keppel spoken of as one of the state's best educators. He is a champion of California childhood. For years he has been fighting to give the rural child a chance and last year was one of the state's strongest factors in pushing across a constitutional amendment that helped to place the rural teacher and rural pupil upon an equality with city child and teacher.

A knowledge of the state laws on education is one of Mr. Keppel's strongest assets. For nearly two decades he has helped to form and interpret the state school law. As county superintendent of Los Angeles he passes upon the legality of all warrants, whether from city or county. He is the authority that enforces the school law with a rigid hand.

Lawmaker and administrator as Mr. Keppel is, his most pleasing faculty is his ability to make a good speech impromptu or prepared. On a convention floor it is his humor, incisiveness and clear-cut remarks that make him a power. Mark Keppel is never astraddle a fence. He is either with you or against you. And he does not hesitate to state his proposition.

Recently Mr. Keppel has been making a wonderful impression in his speech on "The History of California." He has in the last few months given it in Seattle, Washington, before the Education Association, at Las Vegas, New Mexico, before the Teachers' Institute, and last December at the meeting of the California Teachers' Association, Southern Section. His picturing of the great men of California is a work of art and this one speech has added immensely to his popularity as a platform speaker.

Mr. Keppel is ably assisted in his county work by four assistant superintendents—A. C. Wheat, W. O. Lowe, H. S. Upjohn and U. G. Durfee.

Mr. Upjohn is also head of the visual education department and is doing a lot with pictures and stereographs. One of his department's most successful acquisitions during this last year was the purchase of the Vrooman collection of some 2000 negatives which accurately give pictures of the Southwest Indians, Snake Indians, Cliff-dwellers, old California Missions, many of the originals of which at the present time are destroyed or changed by restoration.

W. J. Cagney and Melvin Neal are supervising teachers traveling among the county schools. Grace L. Adams is supervisor of physical education and Mrs. Olivia Kutrz Lowe of music in rural schools. John R. Hunt is county supervisor of attendance.

Los Angeles county is an empire within a state and the Los Angeles county educational system is one of the strongest influences that will make it still greater and greater.

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Three prominent district superintendents in Los Angeles county are A. R. Clifton of Monrovia, W. L. Stuckey of Huntington Park, and C. A. Langworthy of Redondo Beach. They are Mark Keppel's right-hand men.

At Monrovia Mr. Clifton has a fine high school and several very modern grammar school buildings. W. L. Stuckey has charge of the fastest growing school system in Los Angeles county. C. A. Langworthy has a high school plant and faculty above the ordinary.

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## LIBRARIES IN SCHOOL WORK IN LOS ANGELES COUNTY

It is very interesting to know that the schools of Los Angeles county have the best organized system for library assistance of any portion of the West. The three cities of Los Angeles, Long Beach and Pasadena have each elementary school libraries; almost every high school in city and county of any size at all has a trained librarian and library, and in Los Angeles city the junior high schools have librarians and and service. In addition, the elementary schools of Los Angeles county are given the same service by the Los Angeles county free library.

It is rather unique that in this one county of Los Angeles that we should have the first actual elementary school libraries. For years these libraries have been in operation. Other California cities are on the brink of putting in elementary libraries, but to Los Angeles county goes the credit of having the largest and most successful operation.

The committee of the library department of the National Education Association has just prepared a statement about libraries in education. Los Angeles under Miss Jasmine Britton, Long Beach under Miss Elizabeth Riddell, Pasadena under Mrs. Cosby-Gilstrap, Los Angeles county under Miss Celia Gleason have been putting many of the principles into operation for some time. Quoting from this report sums up the substance of this work:

"(1) All pupils in elementary and secondary schools should have ready access to books to the end that they may be trained—

(a) To love to read what is worth while.

(b) To supplement their school studies by the use of books other than textbooks.

(c) To use reference books easily and effectively

(d) To use intelligently both the school library and the public library.

(2) Every secondary school should have a trained librarian, and every elementary school should have trained library service."

This is what the children of Pasadena, Long Beach, Los Angeles and 132 schools of Los Angeles county are receiving. In other words, Los Angeles county is abreast of the times and is ready for the next step of having a trained librarian and library for every elementary school of ten or more teachers, as advocated by Sherman Williams of Chief School Libraries Division, Albany, New York.

## LOS ANGELES COUNTY FREE LIBRARY

The true university of these days is a collection of books.—Carlyle.

A man, a book and a mind are the constituents of the individual university. The Los Angeles county free library, under the direction of Miss Celia Gleason, is attempting to its service to keep these individual universities functioning. The census of Los Angeles county in 1920 gave a population of 936,438. A very conservative estimate for the year 1922 places the population at over 1,200,000.

The Los Angeles county free library is well capable of attending to the various needs of such a population. Established in 1913, in nine years it has become the largest county library in California and that of course means in the United States.

The service of the Los Angeles county free library is three-fold. It is the central clearinghouse for its 325 distributing points. The three-fold functions consist of attending to community branches, school branches and a teachers' library.

A total staff of 193 people handle the service. Headquarters at 2 North Broadway, has twenty people, 173 are in branches.

The area served comprises 3559 square miles. The estimate of the number of people served totals over 175,000. Of 170 community branches 57 have public reading rooms, 113 are without.

The total maintenance for the last year was $148,926.05. Of this sum over $50,000 went for the purchase of books, maps, periodicals, etc., and some $35,000 for salary maintenance.

Waterdale School in Antelope Valley is a branch of the Los Angeles County Free Library—Mary E. Caldwell, Principal

The school department has for its head Miss Mattie Pauline Fargo and her assistants are Miss Mildred Berrier and Miss Mabel Miller. Miss Fargo has 127 elementary schools and five high schools under her care.

The total number of titles in the school collection is now 116,550. In addition to this the school department has call upon the community selection of over 165,000 titles. Then there is the teachers' library of over 11,000 titles. The Los Angeles county free library now has nearly 300,000 titles for use of its clientele. The circulation of 1921 totaled 795,239. The number of shipments of books were 1715 for community centers and 1315 for schools.

Los Angeles county is a large stretch of country, ranging from the Pacific Ocean to the hinterland of the desert of Antelope Valley. Miss Gleason has manifold duties of visiting, directing and keeping her efficient organization at top speed.

Some 1737 visits were made by the Los Angeles county free librarian's office last year. Over half of these were made by Miss Gleason herself. They ranged from Catalina Island with its sunken sea gardens (which, by the way, is in Los Angeles county) to the desert lands in Antelope Valley, where cactus and sagebrush and sand make the soul thirsty for books and yet more books. She travels among the orange groves of Pomona and Azusa; the lemon groves of San Dimas; the beaches of Venice and Ocean Park. Ocean Park has its branch upon a wharf over the Pacific waters. There is a branch at Mt. Wilson, where the great astronomers of the West congregate.

Miss Gleason travels mostly by auto and at times takes in books by pack train, which is the only way West Fork and South Santa Anita can be visited. It is a pleasing work and the county free librarian always gets a warm reception. When the Savannah school burned down, the library had new books to them as soon as another shelter was finished.

Miss Gleason finds that exceptionally good results are secured from library service in large as well as small schools. At Charter Oak Miss Clara E. Thompson is getting remarkably good results from library service.

Under Miss Gleason's guidance the Los Angeles county free library has grown in nine years to its commanding leadership among the county free libraries of California and it is to Miss Gleason that much of the sane development of the county free library of the state can be attributed.

## FIFTEEN YEARS OF SUCCESS

By Ruth Thompson

"The American community is discriminating. The people can be relied upon for their approval and promotion of things other than the purely material and advantageous if the plans appeal to their idealism, imagination and better selves," declared Superintendent Horace M. Rebok of Santa Monica, recently. Superintendent Rebok, who is closing his fifteenth year as superintendent of the Santa Monica schools, has the record not only of building up the splen-

Celia Gleason taking books out by pack train to start a branch of the Los Angeles County Free Library

Celia Gleason, Librarian, Los Angeles County Free Library, interviewing a school trustee

did school system of that community, which has a corps of 147 teachers and 4200 pupils, but of never failing with a bond issue. This latter fact bespeaks the co-operation and confidence the people of the community have in him.

One of the great recent achievements of Mr. Rebok is the raising of money, building and dedication of a large open air theater on the high school grounds which occupy a fourteen acre site on the heights, back from the ocean. The theater cost approximately $32,000. It seats 3000 persons. It is a memorial to the Santa Monica boys who were in the service during the world war.

"People will extend every reasonable help if they are taken into the confidence of those who are trying to do and if the aim is understood," Mr. Rebok replied when questioned as to his methods and his successful administration in school affairs. "We have not failed in a single bond issue and it has been without much chafing except for the heavy tax rate. Even the open air theater was approved by the people in a brief campaign. We appealed to their imagination and idealism as strongly as possible. This was hooked up with the thought that the theater would be a suitable memorial to the soldiers, sailors and marines who left this community to serve their country. I saw the practical value of the theater, too, and this has been proved by public use. That is just an example of what can be done when the appeal is made in the right way. Many worthy enterprises that require the approval of the voting public fail because they are not maturely planned and represented to the people and sometimes because a worthy enterprise is somehow linked up with an ulterior motive."

Continuity of service was emphasized by Mr. Rebok in discussing his school affairs.

"I believe in continuity of service in the schools; this includes the whole working force when it has been proved good. Last June the district voted $600,000 for a new Junior High School and additional elementary plans are being drawn. In settling the question of architects for the new schools the board of education adopted the policy of continuing the services of Allison and Allison of Los Angeles. They have made, among other things, a remarkable success of the Santa Monica High School and the open air theater. This company has been serving as architects for the board of education for the past ten years. It has made good and so we will continue that service. More interest is taken in every line of work when the same people are engaged in it."

Schools should have less of an institutional atmosphere and more of the club or home atmosphere, according to this progressive superintendent.

"Our schools should have the spirit of the home and of a club," he says. Our plans for the three new schools will take on less of the institutional air and more of the spirit of the home and the club. We expect to have walled in courts for the children to play in. We will abolish all fixed furniture and reduce the area of blackboard space. The amount of blackboard space in the schoolroom is a tradition. It is unnecessary, unsanitary and productive of dishonest practices in its use. There is no justification for the amount of blackboards we have been having in the schools. The removal of much of this will help to give the desired home atmosphere in the school room.

"I hope to develop three new elementary schools on the principal of the kindergarten and give as much freedom as is consistent with good organization. We must socialize every department of work where group interests and action can be maintained."

The Santa Monica school system includes vocational and part time work as well as an attendance of some three hundred at the night school.

One of the guiding spirits of the schools is Miss Hamlin, the supervisor. She is in touch with all the work, is up-to-date in her methods and broad-minded and progressive, a person well equipped to carry out the forward-looking policies of Superintendent Robok.

This next year, with the new buildings in progress, the instituting of policies planned by the superintendent, promises to be one of unusual interest to those interested in the advancement of education.

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The board of education in Venice, where L. F. Ferrish is superintendent, believes that women stand as high as men, educationally. That is the explanation given for naming two schools after women instead of men. The schools are the Betsey Ross and the Florence Nightingale.

Antelope School District, Teacherage in rear—Northeast corner Los Angeles County

Dorothy H. Cooke, Assistant to the Los Angeles County Superintendent of Schools

Geo. C. Bush, Superintendent of South Pasadena Schools, and President of California Teachers' Association, Southern Section, 1922

## SOUTH PASADENA

The election of George C. Bush, superintendent of South Pasadena schools, as president of the California Teachers' Association, Southern Section, during the last meeting in December, was a decided victory for a unified front in Southern California educational politics.

Education of all the children of all the people can only be satisfactorily secured when all of the teaching force are pulling together. Mr. Bush is a man who assures unity and co-operation between the city and county groups. If there is not that co-operation he feels that education will be hurt tremendously.

Mr. Bush feels that legislation will continue to be during the next year the most important feature before the California Teachers' Association, Southern Section.

For sixteen years Mr. Bush has taught in the South Pasadena schools as instructor of the high school upon its founding, as vice-principal and finally as superintendent. For years he has been a strong member of the Los Angeles county board of education. He is quiet, unassuming, but one of the strongest leaders of the South.

South Pasadena is a high-grade community in which growth is rather stationary. Over one-half of the homes are without children, which is rather unique for a Southern California community. There is no foreign element in South Pasadena. For ten years there have been no negroes in the schools.

One of the best things put across during the last year was the building of a $125,000 gymnasium and spending $105,000 for an elementary building. Mr. Bush is a great harmonizer of factions and South Pasadena looks forward to the new year with increased faith and confidence.

## THE PASADENA CITY SCHOOLS

Pasadena, crown city of the West, is proud of its school system. A beautiful little city of over 45,000 inhabitants, it has one large high school, one junior high school, one evening high school, one open-air school, one opportunity school, one evening elementary school and twenty-one elementary schools.

Pasadena believes in having many small elementary schools rather than several large ones. Twenty-one teachers is the largest number in any one elementary building. Most of the schools run from ten to sixteen teachers.

The Pasadena elementary school buildings are architecturally fine structures. Each building is of a different type and in visiting the schools one is impressed by the attractiveness of many of them. The high school is a huge plant of many buildings on a 29-acre plot. The central group of three of the high school looms up impressively from the street; behind are many auxiliary buildings and the grounds of the agricultural department.

John Franklin West, city superintendent of schools, is a Harvard man. Pasadena is a high-class community. Its millionaires and palaces and large hotels and winter tourists make it a peculiar city from the school standpoint. It has to care for many transient children of well-to-do parents who come in for a few months, place their children in school and pull them out odd times, and then flit away.

Mr. West is a man of infinite tact and sympathy. His careful hearing to all de-

South Pasadena High School, Superintendent, Geo. C. Bush

John Franklin West, Superintendent of Pasadena Schools, formerly Superintendent of San Diego County

mands made upon him counts a great deal in his success.

Mr. West believes that the Pasadena schools should develop leadership, inculcate a sound idea of what good citizenship is, and fashion character. To Mr. West the curriculum, the activities of the children should lead toward the realization of those three things — leadership, citizenship and character.

This last year Mr. West and his teachers have stressed physical education more than ever. Fifteen physical directors have accomplished much in this one field.

Last year a bond issue of $750,000 was voted. Buildings are now being constructed. In the program is another junior high school and several elementary schools.

Pasadena's open-air school under Alma D. McCobb has been operating successfully for over three years. The opportunity school under F. J. Becker is doing remarkable work with those children who do not fit into the regular schools.

The high school under William F. Ewing has enrolled 2415 pupils. It has always ranked among the first in high school instruction. Five hundred and twenty kindergarten children and 6203 elementary children make the total enrollment of Pasadena 10,137.

This last year Frederick F. Martin was appointed business manager and Nowal G. Felker, who formerly performed the duties as clerk of the board of education, was appointed auditor of the Pasadena schools.

The Pasadena schools command a select group of teachers and the elementary schools have an increased number of college-trained persons. With such a corps Pasadena continues steadily to keep in the vanguard.

## PASADENA ELEMENTARY SCHOOL LIBRARY

Miss Cosby Gilstrap, librarian of the Pasadena intermediate schools and elementary school library, with quarters in the John Muir Intermediate School, Pasadena, believes that every elementary school should have and will ultimately have a librarian in each elementary building to attend to the special needs of the children.

Miss Gilstrap believes that it is just as important to give thorough library service to the small children in the things that they need as it is later to carry on such work in the junior high and high schools.

The work of the Pasadena library is three fold—it serves teachers, junior high and elementary schools. Of elementary schools there are twenty-three.

In addition to keeping track of the state texts and distribution of library books, the Pasadena elementary library furnishes maps, magazines, stereoscopes, phonographs and records.

Pasadena's collection of records is very fine and victrolas also are loaned to such schools as do not possess machines.

Book requests come in by telephone and letter and are delivered by school trucks. The library contains some 38,974 titles, 11,383 being of the general collection and 27,591 being sets, state texts, etc.

The great difference between junior high school demands and elementary school demands makes Miss Gilstrap favor a separate system for each branch, as the books and needs of the one are distinctly different from the demands of the other.

## LONG BEACH SCHOOLS

The population of Long Beach depending upon the public schools in 1910 was 19,000; in 1922 it is 75,000—an increase of 56,000 people in twelve years.

Upon the shoulders of W. L. Stephens, superintendent of schools of Long Beach, upon the boards of education and upon the citizens of Long Beach has been the burden of maintaining the fastest growing school system in the United States. The task has been superbly met and the seashore city stands ready to offer the best in education.

A vote of confidence in the future of the educational system was registered last year by the voting of $1,900,000 worth of high school and elementary bonds. This bond issue makes possible a building program of 114 new classrooms by September, 1922.

John Muir Junior High School, Rufus Mead, Principal, Pasadena, Cal.

Main Group of Pasadena High School Buildings, William F. Ewing, Principal, Pasadena, Cal.

The money provides for two new junior high school buildings, several new sites and buildings for elementary schools and a boys' gymnasium and girls' gymnasium for the high school. Eleven schools now comprise the elementary group.

The total enrollment of students in the system is around 14,000. Four hundred and thirty teachers, supervisors and principals handle the situation.

The 1921-22 kindergarten budget totals $70,625; the elementary, $726,000; the high school, $470,600; making a grand total annual budget of $1,267,675.

The high school enrollment is now over 3400. David Burchman, the principal, has a huge plant and the honor of being head of the largest day high school in the entire West, if not in the United States.

Long Beach has an exceptionally well selected corps of teachers. Twenty special teachers, 16 supervisors, 12 principals handle the special and supervisory work. Over 30 per cent of the elementary teachers are college trained.

Superintendent Stephens, in speaking of the outstanding features of the year's work, places the building program in the foreground. He is hoping that they will be able to catch up with the increase in population.

Also Long Beach is systematically carrying out intelligence tests under the direction of Ernest P. Branson of the department of research for the purpose of reorganization and reclassification of children and for the modification of courses of study to meet the needs of various groups.

A new report card is being evolved which will report in addition to the usual academic activities upon the pupils' aptness in those qualities that lead to good citizenship.

The ratings of teachers by themselves and by the research staff is being carried on so that the teachers themselves can realize their possibilities and the supervising staff can act more intelligently.

The organization of the schools' savings banks is being undertaken. For eight years Long Beach has had school savings and now an added vigor is being forced into the system.

In the lower grades for every two regular classrooms an attempt is being made to have one room for various activities and project work. In the first grade there is a closer co-operation with the kindergarter and there is a carrying over of some of the kindergarten methods among the first entering classes.

The junior high teachers are co-operating with the high school teachers in the forming of a new junior high course of study.

The junior high teachers are co-operating with the high school teachers in the forming of a new junior high course of study.

Americanization has its place. A special school is provided for those children who cannot speak English. They are taught English and then placed in their proper grade.

These are a few of the things Long Beach is doing educationally and they lead to an ever stronger system.

W. L. Stephens, Superintendent of City Schools, Long Beach, Cal.

## LONG BEACH ELEMENTARY LIBRARY

A model elementary library room is what one says and thinks when one enters the little bungalow on the Pine street school grounds, the workshop of the elementary school librarian, Miss Elizabeth Riddell. The room is painted in a restful color, pictures, vases of flowers, chairs and tables invite the children to read. The exterior a drab school bungalow, the interior an artistic touch of the librarian's art.

Miss Riddell instructs each year all of the children of the sixth grade in the use of the public library. Classes attend the public library and the index card catalogs are explained and lessons and examples worked out. Miss Riddell puts in a word for good home reading. In addition to the regular sixth grade work Miss Riddell at times tends to the instruction of special groups.

In the Long Beach system the elementary schools buy the books for home reading and then turn them over to the public library for distribution. The elementary library also purchases for the junior intermediate schools.

In addition to school textbooks of some 68,000 in number, the elementary library has 46,125 supplementary books. A teachers' library was just started last year.

Pictures, maps, globes, phonograph rec-

Henry W. Longfellow Kindergarten, Primary Building, Pasadena, Cal.
George Hetzel, Principal

George Washington Junior High School, erected at a cost of $300,000, Long Beach, Cal.

ords, magazines also come into Miss Riddell's province.

Miss Riddell is much in favor of the elementary school library for the individual elementary school. She agrees with Mr. Sherman Williams that every school of ten teachers or more should have a library room and librarian. She is looking forward to such an innovation in the Long Beach schools.

Detroit, where Miss Riddell instructed in library work at the Teachers' College last summer, has already equipped 20 schools along those lines.

Miss Riddell believes that it is the duty of the elementary librarian to create a love for good reading in the children as well as to afford supplementary reading.

We would advise anyone desiring to see a remarkably clever library room for elementary school work to visit Miss Riddell's school bungalow library.

Polytechnic High School, Long Beach, Cal.

## COVINA CITY SCHOOLS

The Covina city schools under the district superintendency of Ben S. Millikan are remarkably successful and progressive. Covina is situated an hour distant from Los Angeles in the midst of a citrus district. It is a most prosperous community and the manner in which the schools are supported has made them exceptionally strong.

The enrollment of the high school numbers 318. There are nineteen teachers in the faculty. In the high school district Mr. Millikan supervises six grammar school buildings. The high school draws from these schools, whose present enrollment is 1400 and teaching force 49.

The Covina grammar school, under the principalship of Eva D. Edwards, has an enrollment of 550 pupils and 20 teachers. The Covina grammar school building was completed last year and is a most beautiful structure. Miss Edwards is an energetic, wide-awake principal and her enthusiasm makes the school a rare workshop.

Mr. Millikan is one of the younger executives in Los Angeles county school work. He is a builder, a good school man, and a real student of education.

## COMPTON UNION HIGH SCHOOL

**O. S. Thompson, Principal**

The Compton union high school, under the principalship of O. S. Thompson, has become one of the strongest high schools adjacent to Los Angeles. It is located about midway between Los Angeles and Long Beach, in the Los Angeles metropolitan district, and is composed of nine grammar school districts representing a population of about 25,000 people.

Ben S. Milliken, Principal Covina Union High School, Covina, Cal.

The plant is composed of seven buildings and prides itself on having one of the best

Beautiful New Grammar School, Covina, Cal. Ben S. Milliken, District Superintendent

manual arts buildings in Southern California. A splendid athletic field and quarter of a mile track are other attractive features. The school's athletic and debating career has been marked by the production of two state champions and one world champion in the past three years, one in high hurdles and one in the sprints, while the world's champion junior hundred yard dash man was a member of the institution when he won these honors. In debating, Compton high school has been in the Southern California championship twice during the past few years.

The school has an enrollment of six hundred pupils this year, with a faculty of twenty-four. Supervised study has been in practice for the past four years with the most gratifying results. From an administrative standpoint, the plan has worked out with great satisfaction, while from the standpoint of economy the plan has not proven as costly as might be expected and no more costly than the other more common method of class organization. Teachers who have come to Compton from other schools having the usual class organization, and those who have left to go to other schools speak in favor of the supervised study plan in comparison to the other arrangement.

The music department is one of the strongest features of the institution. The department has a girls' glee club of seventy picked voices, a boys' glee club of twenty picked voices, an orchestra of thirty-five pieces and a mixed chorus of about one hundred and twenty-five. Individual piano lessons are given to about seventy-five students.

The large increase in enrollment has made the present plant inadequate. Plans are almost matured for a large bond issue to add new facilities for the student body and to take care of the future needs. With this new equipment Compton will have a plant second to none in Southern California.

O. S. Thompson, Compton, Cal.

## CLAREMONT CITY SCHOOLS

The Claremont city schools, under the direction of Superintendent W. H. Hughes, have within the last two years advanced most rapidly. Upon Mr. Hughes' entrance to office, the system was organized upon the 6-3-3 plan. The entire student group from first to twelfth grade has been analyzed through educational and psychological tests. The intelligence quotients and "scholarship probability" quotients of all of the students is at the command of teacher and supervisory staff. Claremont is not so large but that Mr. Hughes can deal with all problems individually.

W. H. Hughes, City Superintendent of Claremont Schools

Mr. Hughes and his teachers are actively engaged in co-operatively practical research. A permanent record form has been developed which shows the type of work attempted in an organized way along personnel lines.

One side of this card gives the points made in the usual academic studies with added credit for work above standard. On the other side are three divisions—the first on capacities, attitudes, treating of such matters as initiativeness, trustworthiness, sense of humor, careful use of public property, etc.; second, special interests such as social, literary, executive, etc.; third, health and physical conditions.

These record blanks and the various data on tests enable Mr. Hughes and his teachers to check up, diagnose and aid much more intelligently than formerly.

Mr. Hughes has just been elected to active membership in the National Association of Directors of Educational Research for his work in the field of active educational research. The American School Board Journal, The Journal of Educational Research, The Sierra Educational News from time to time give reports of his labors.

Claremont High School, Claremont, Cal.

## GLENDALE CITY SCHOOLS

The Glendale city schools, under the superintendency of R. D. White, and the high school under George U. Moyse have made an enviable record in Glendale, one of the fastest growing suburbs of Los Angeles.

This last year Glendale departed from the country school type of school organization and inaugurated a city board of education and an office of city superintendent of schools. The high school now numbers over 1350 students and some 3200 are enrolled in the elementary system.

Education week was a great feature in Glendale due to the co-operation between the teachers and the two daily newspapers, the Glendale Daily Press and the Glendale Evening News. More space was devoted to education in these two papers than in many of the great dailies of the county.

On Monday was a big parade of over 350 autos filled with school children. Glendale is a high-class suburb of fine homes and good autos and naturally produces high-grade children. Tuesday household and manual arts held sway under the leadership of Alice Lookabaugh, Lula M. Wooldrige and J. E. Mansell. Wednesday the Three R's were emphasized, especially by Annie L. McIntyre, principal of the Central avenue school, and Paul E. Webb of the high school. Thursday music, foreign languages and sciences held sway under Earl T. Brown, teacher of chemistry; Frances E.

Antelope Valley School,—Curtis E. Warren, Principal

Beautiful grounds and buildings of the East Whittier Grammar School, D. S. Richmond, Principal

Jackson, teacher of French; Elsa Brenneman, supervisor of elementary music, and Edith Tyler, teacher of Spanish. On Friday physical education, history, civics, citizenship were stressed by George U. Moyse and A. L. Ferguson, vice-principal of the high school.

The high school plant is overcrowded and a fine new plant is in contemplation. Eighty-five thousand dollars worth of bonds were voted for the acquiring of twenty acres for a new high school site by the overwhelming majority of 15 to 1. George U. Moyse, the principal, has taught for twenty-one years in Glendale high, which now has the largest enrollment of any school outside the larger cities of the county. Two hundred thousand dollars is being spent for elementary buildings and additions to existing buildings. There are now ten elementary school buildings in Glendale.

R. D. White has been in charge of Glendale city schools for eight years and during his regime the schools have continuously advanced. Glendale is now in the midst of a steady boom and the schools will naturally have to keep abreast of the times and will under Mr. White's management.

## EAST WHITTIER GRAMMAR SCHOOL A MODEL RURAL SCHOOL PLANT

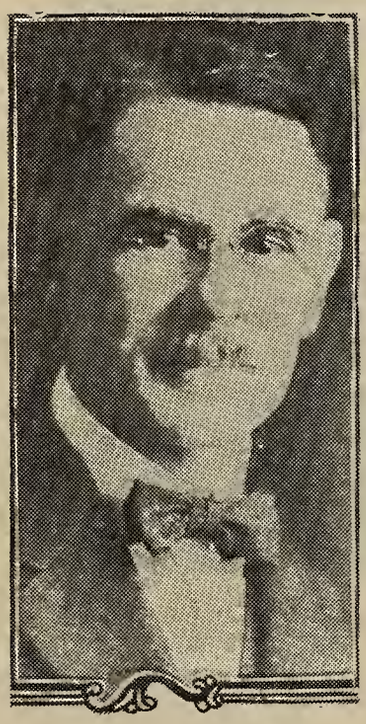
The East Whittier grammar school is one of the finest rural school plants in Los Angeles county. Its grounds are beautiful and as far back as 1915 it took the first prize in its class at the World's Fair at San Francisco.

D. S. Richmond is principal of the school and has a faculty of nine teachers. Four of the teachers are college graduates and two have M.A degrees.

The enrollment totals 190 pupils. Courses are given in gardening, manual training, cooking and sewing. Special emphasis is laid upon music and physical education.

## VENICE CITY SCHOOLS

The Venice city schools during the last two years under Lewis F. Ferrish, district superintendent, have made distinct advances in educational development. Mr. Ferrish has had to cope with a large increase in enrollment. During the year 1920-1921 Venice had the next to the largest increase in average daily attendance of any school system in Los Angeles county.



R. D. White, Superintendent Glendale City Schools

There are seven elementary schools in Venice and seventy-two teachers are in charge of the work. Over 2000 pupils are now enrolled. Two eight-room buildings, one four-room addition and one six-room addition are now under construction. These schools are models of school architecture and are of the Spanish-Colonial type.

A uniform system of grading is in operation, intelligence tests aid the teacher, a school nurse is an active co-operation between school and home, and an attendance officer sees to it that few are idle during school hours on the seashore.

Mr. Ferrish finds Venice a fine community to work in. It is growing fast. New homes are going up. There is a fine unity between public and school. Mr. Ferrish's pleasing personality has a lot to do with his success in the Venice schools and much can be expected of him in the future.

## LOS ANGELES THE LEADER IN EDUCATION IN THE GREAT SOUTHWEST

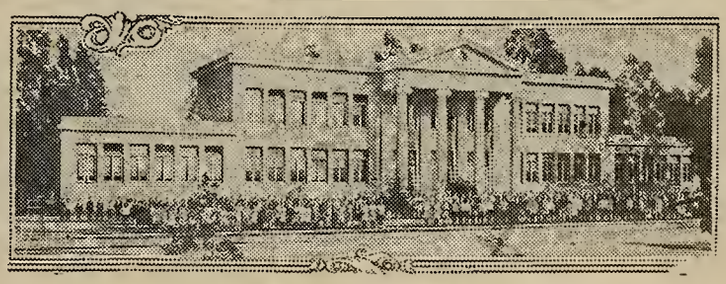
Los Angeles is a great city. Its 620.26 square miles compared with New York's 315 square miles make one wonder at what its future must be. Reaching from the desert at Saugus to a man-made harbor at San Pedro; from the Arroyo Seco of South Pasadena to the plains near the waters of Santa Monica; it is a vast city, the most populous city of the west, a city of people and children and homes.

Great in area, great in numerous energy, Los Angeles stands forth as the Booster City of California. The sun and the press agent have made Los Angeles; and it is the sun and booster talk that send its sons and daughters by the tens of thousands into its schools to turn them into stalwart citizens of the sovereign state of California and to the United States. . One hundred and ten thousand two hundred and twenty-six children crowd the elementary schools; 17,770 partake of secondary education; 5151 teachers officer this latent host of Los Angelesites; 16,376 go to school at night and 20,000 children are forced to attend half-day sessions; 670 double sessions are carried on in the schools; and in the summer some 25,000 children attend summer session classes for eight weeks.

And here is something to cogitate over: There are 5000 more boys receiving instruction in Los Angeles than girls. It is certain that Los Angeles is in no danger of being submerged to the feminine manners.

Mrs. Susan Dorsey, superintendent of Los Angeles public schools and, the Board of Education have had to face this year probably the greatest problem before a school executive in the United States, and that was the caring for 20,000 new children that enrolled in the various schools at the opening of the school year.

Mrs. Dorsey, in speaking of the increase, said: "It has crowded us to the housetops. Two years ago Los Angeles overwhelmingly voted $9,500,000 for the construction of new school buildings. Part of the buildings are completed. We are now spending the last $3,000,000 and we are still far behind our needs.



Broadway School, Glendale, Cal.

Susan Dorsey, Superintendent Los Angeles City Schools

"We shall need in the immediate future to vote ten millions more which ought to provide for several years to come. Just think of the enormity of the 20,000 increase. Divide it by forty and you get 500 more rooms needed. Multiply by $9000, the cost per room, you get $4,500,000 needed for one year's growth.

"We cannot build for the future. It taxes our energies to even keep up with the present. I wish that not another child for the next five years would come to us from outside sources. We have plenty to do in just keeping up with a normal increase."

Mrs. Dorsey, in considering the question of the causes for Los Angeles' great school population, lays it principally to the fact that Los Angeles has a great middle class, moderately well to do and eager to have its youth well educated. In addition the equable climate places no great burden upon the household and the way is made easy to attend school. Los Angeles has no great population of the very poor. The fact that Los Angeles is a new city composed of people who have come here from elsewhere makes education popular. It is the artless person who is always making more knowledge.

Mrs. Dorsey has been very much pleased at the wholehearted co-operation of the Los Angeles teaching force. She considers that Los Angeles has the finest teaching corps in the United States. The teachers are awake to new methods, new ideas. They are not dying of dry-rot. A teacher in Los Angeles is wide awake, sensitive to the times and striving to develop the best in her pupils.

Mrs. Dorsey is a sane, sensible leader. She believes more in doing things than talking about them. As a business woman Mrs. Dorsey has made her mark. She is especially receptive to the educational trend of the times and is always ready to welcome the new in education. She gives her hearty support to the trying out of new ideas in certain of the schools. If found successful they are passed on to the rest of the system.

One thing that Mrs. Dorsey is looking forward to in 1922 is the building of a sound new course of study for the elementary, junior and senior high schools. Miss Ethel I. Salisbury has charge of construction and the whole teaching body is to work out the details under her direction.

A great task in a great city, and Los Angeles is meeting the problem face to face.

**Numbers of Various Kinds of Schools in Los Angeles City System**

| | |
|---|---|
| Grammar schools | 171 |
| Kindergartens | 135 |
| Parental schools | 14 |
| Evening elementary schools | 16 |
| Evening high schools | 8 |
| Junior high schools | 8 |
| High schools | 15 |
| Total organizations | 467 |

**Budget Los Angeles City Schools, 1922**

| | |
|---|---|
| Assessed valuation | $744,735,997 |
| Total budget, exclusive of buildings | 12,500,000 |
| Elementary | 6,134,820 |
| Salaries— | |
| High school | 3,904,636 |
| Kindergarten | 428,525 |

Over 86 per cent of total budget spent for teachers' salaries.

**Number Teachers Los Angeles City Schools**

| | |
|---|---|
| Kindergarten | 345 |
| High school | 1613 |
| Elementary | 3459 |
| Total | 5417 |

**Average Cost per Pupil, Los Angeles City and County Schools**

| | City | County |
|---|---|---|
| Kindergarten | $ 63.00 | $ 88.33 |
| Elementary | 89.34 | 83.05 |
| High school | 166.23 | 228.11 |

**Enrollment for Month Ending January 6, 1922, Los Angeles City Schools**

| | |
|---|---|
| Elementary schools | 90,427 |
| Parental schools | 833 |
| Evening schools | 3,991 |
| Intermediate schools | 8,094 |
| High schools | 22,756 |
| Evening high schools | 7,496 |
| Department of citizenship | 557 |
| Department of part time | 2,374 |
| Grand total | 136,528 |

**School Enrollment, Los Angeles City Schools**

| Year | Kindergarten and Elementary | High | Total |
|---|---|---|---|
| 1909-10 | 43,464 | 6,429 | 49,893 |
| 1910-11 | 47,035 | 7,709 | 54,744 |
| 1911-12 | 56,308 | 9,626 | 65,934 |
| 1912-13 | 63,123 | 13,585 | 76,708 |
| 1913-14 | 67,978 | 16,101 | 84,079 |
| 1914-15 | 72,050 | 20,522 | 92,572 |
| 1915-16 | 75,294 | 26,435 | 101,729 |
| 1916-17 | 80,701 | 27,294 | 107,995 |
| 1917-18 | 88,398 | 24,982 | 113,380 |
| 1918-19 | 90,385 | 29,685 | 120,070 |
| 1919-20 | 104,349 | 37,206 | 141,555 |
| 1920-21 | 117,048 | 43,240 | 160,288 |
| Increase in 10 years | 72,584 | 36,811 | 120,395 |

**Organization of Los Angeles City Schools**

Superintendent's office—
- One superintendent.
- One deputy superintendent.
- Five assistant superintendents.
- One assistant to superintendent.
- Four superintendent office assistants.

Secretary's office—
One secretary.
One assistant secretary.
One chief clerk.
Auditor's office—
One auditor.
One deputy auditor.
One salary record deputy.
Business department—
One business manager.
One assistant to business manager.
One supply clerk.
One purchasing clerk.
One architect.
Special division heads, 7.
Special subject heads, 18.
Number of teachers, 5414.

**Special Divisions, Los Angeles City Schools**

Compulsory education and child welfare—E. J. Lickley, director.
Health and development department—Dr. Herbert A. True, director.
Part-time instruction—Vierling Kersey, director.
Physical education—C. L. Glenn, director.
Psychology and educational research—Dr. A. H. Sutherland, director.
Reserve officers' training corps—Col. E. W. Clark, director.
Vocational education—W. S. Kienholz, director.

**Special Subjects, Los Angeles City Schools**

Agriculture (elementary)—Clayton F. Palmer, supervisor.
Cardboard construction—Ella M. Newell, supervisor.
Citizenship—Charles C. Kelso, supervisor.
Corrective physical education — Dr. Sven Lokrantz, supervisor.
Course of study—Ethel I. Salisbury, supervisor.
Drawing—May Gearhart, supervisor.
Evening schools and immigrant education—Flora D. Smith, supervisor.
House economics — Etta P. Flagg, supervisor.
Kindergarten and primary grades—M. Madilene Vevorka, supervisor.
Library (elementary schools)—Jasmine Britton, supervisor.
Manual training—Charles A. Kanou, supervisor.
Modern languages—Carleton A. Wheeler, supervisor.
Music—Kathryn E. Stone, supervisor.
Native study—Charles L. Edwards, supervisor.
Orchestra—Jennie L. Jones, supervisor.
Penmanship—R. E. Wiatt, supervisor.
Primary manual arts—Bertha H. Breckenfeld, supervisor.
Speech correction—Alice C. Chapin, supervisor.

## CHALKMARKS

Fifty-four hundred and fourteen teachers are under contract to the Los Angeles school department.

If one attempted to comment on all the good work accomplished by the Los Angeles teaching force he would have to start competition with H. G. Wells.

We are not ready to write a history of education just yet.

Los Angeles had one high school in 1900; in 1922 she has fifteen.

Bruce A. Findlay, assistant to superintendent Susan Dorsey, is a whirlwind when it comes to getting things done. He was the main factor in getting material ready for education week.

Deputy Superintendent J. B. Monlux knows about every Los Angeles teacher by name.

Los Angeles high school students think nothing of having a crowd of 8000 to 10,000 at Friday afternoon football games.

There are three women among the fifteen Los Angeles high school principals. They are Ethel Garey Andrus, Lincoln; Clementina de Forest Griffin, Lomita, and Mrs. E. C. Ingham, San Fernando.

Wilhelmina Van de Goorberg, teacher of the Buchanan street school, Los Angeles, is one of the city's most representative teachers.

Harry M. Shafer, assistant superintendent of Los Angeles, has special charge of the night schools and Americanization. Mr. Shafer is especially noted for his great tact. He is a master at smoothing out difficulties that arise.

W. S. Kienholz has manifold duties as director of vocational education.

Carleton A. Wheeler, supervisor of modern languages, Los Angeles, is one of the strong men in the California Teachers' Association, Southern Section.

R. E. Pollick, principal of the Grand avenue school, Los Angeles, is a strong supporter of the Teachers' City Magazine.

Robert H. Lane, assistant superintendent of Los Angeles schools, is an expert on elementary school textbooks.

Vierling Kersey, director of part-time instruction, is building up a great department for the accomplishment of practical results.

Herbert F. Clark, teacher of history and vocations at the Sentous intermediate school, is unusually successful in his methods.

Arthur Gould, assistant superintendent of Los Angeles schools, has special charge of the junior and senior high schools—the greatest system in the West. He is an authority on the junior high school.

Some 1500 students each year in naturalization pass through Charles C. Kelso's hands as supervisor of Americanization.

Charles B. Moore, principal of the Franklin high school, Los Angeles, has in his school a boys' band that is premier among the city schools.

Mary L. Floyd, principal of the Selma avenue school, Hollywood, has a school where the influence of the movie world is noticeable.

Dr. Wm. H. Snyder, principal of the Hollywood high school, is a noted author of nine books.

Beeda A. Metcalf of the Berendo junior high school, Los Angeles, is a prominent leader of the Southern California branch of the National Geographical Association.

Charles J. Fox, principal of the Belvedere school, Los Angeles, and O. D. Erdfield of the El Sereno school, Los Angeles, are experts on geography teaching.

Frank X. Goulet, principal of the Sherman school, Los Angeles, has taken a most prominent part in securing publicity for the city and county schools.

G. A. Young, principal of the Santa Barbara elementary school, is a genius at skilful handling of children.

The New Los Angeles High School

Virgil Junior High School, Los Angeles, Cal., J. B. Millard, Principal

W. H. Housh, principal of the Los Angeles high school, has charge of the largest day high school in the city. The enrollment in December was 2827.

Willis A. Dunn, principal of the polytechnic high school, has charge of one of the most complete plans of its kind in the United States.

E. J. Lickley, assistant superintendent and director of compulsory education and child welfare, has done a great work in establishing and developing the parental schools of Los Angeles. In 1905 Mr. Lickley established the first parental school. At present there are fourteen of these. As the schools increased in number Mr. Lickley became supervisor, director and last year was appointed to an assistant superintendency. The parental schools are in charge of strong men teachers. Pupils who do not fit into the usual school are sent to these schools, and it does not take long to straighten them out. The children call them the "hookey schools." The children in these schools take a strong hand in enforcing discipline among themselves. The pupils are given what interests them.

Dr. A. H. Sutherland, director of the department of psychology and educational research, is doing a tremendously important work in the adjustment schools. Intelligence and educational tests are given to all students in the Los Angeles schools. Those who are below the normal standard in relation to their ability are sent to the adjustment rooms where special teachers work to straighten out each child's individual difficulty. As soon as the child is brought back to standard he is sent back into his regular class. An immense amount of time is saved for the child and money for the city, for the child would be a repeat except for this special instruction.

## THE WAREHOUSE AND ITS PART IN THE LOS ANGELES SCHOOL SYSTEM

One hundred and thirty-six thousand five hundred and twenty-eight pupils were enrolled in the Los Angeles public schools, according to the December report, 1921. They were housed in 208 school plants.

Such a number of pupils create many demands, and it is from the warehouse that the oil that keeps the Los Angeles system in fine running order comes.

First, the warehouse is no small proposition in itself. It has five stories and a basement, an area of 41,000 square feet. The business department of seven members, with W. E. Record in charge, is in this building, and it is under his directions that the various activities function from here.

Thirty clerks and stock men handle all school supplies, hardware and electrical repair material. Fifty men in mill and yard are kept busy refinishing desks, building supply cabinets and tables, kindergarten tables, playground apparatus, basket ball courts. And in connection with this are paint and refinishing shops.

There is a shop department of one head and four foremen and one electrician. These men have charge of 300 men of different trades, general, repairs, and improvements.

In charge of construction is one architect, nine draftsmen and eight inspectors.

There is one man who does nothing but look after school clocks. There is a head key man and two assistants to take care of locks. In 208 school plants there are quite a number. There is a sewing machine man who does nothing but care for sewing machines. Two typewriter men repair typewriters and mimeographs. Desk and chair men and assistants are constantly at work installing new desks and chairs.

There is an inspector of janitor service who inspects all schools.

There is a military store house in which $400,000 worth of army material is stored.

Seven trucks are constantly busy transporting school material.

In addition to the warehouse there is a furniture store of approximately two floors.

The warehouse is crowded to the limit and an additional building of 27,000 square feet is being proposed.

This small army of workers contains those to whom little credit goes for the fine Los Angeles school system, and yet it is their work that enables the teaching force to carry on efficiently.

## THE DEPARTMENT OF COURSE OF STUDY OF LOS ANGELES CITY SCHOOLS—THE PLANS FOR BUILDING A NEW ELEMENTARY COURSE OF STUDY

One of the most important activities in which the entire teaching force of the Los Angeles city schools is at present engaged is the building of a new course of study for elementary, junior and senior high schools.

Los Angeles city has secured the services of Miss Ethel I. Salisbury as director of the department of course of study. Miss Salisbury has had actual experience in the formation of new courses of study in Duluth and Berkeley. Miss Salisbury comes directly to Los Angeles from Berkeley, and is giving half her time to the city schools and half of her time to her work as associate professor of education at the University of California, Southern Branch.

A definite plan of organization as to how the 3500 teachers of the elementary group shall assist in making the new course has been worked out.

One of Miss Salisbury's basic principles is the fact that she believes that all people who have to teach the course of study should have a part in the making of it.

The course of study is to be built around the child instead of around subject matter.

In starting the work Miss Salisbury is giving a series of lectures in order to get the teachers focused toward the same objective. The series touches upon (1) the basic principles of instruction, (2) the general objectives of education, and (3) the principles of course of study making.

Miss Salisbury believes that there are certain fundamental things that we all should learn in the public schools as human beings.

These are the basic things that lead to vocational efficiency, moral efficiency, civic efficiency, avocational efficiency and physical efficiency. The things that lead to these various types of efficiency, according to Miss Salisbury, are to be found by the teachers and worked into the new course.

This new course of study will be composed of not one course for all children, but of several courses of study to fit the varied groups in the city. One course of study will be for the superior children, another for the inferior child, this one for a stable community, that one for an unstable, one for the normal child, another for the subnormal, one for the normal physical

Angeles Mesa Elementary School, Rachel Kimball, Principal
Los Angeles, Cal.

child, this other for the negative child.

In starting work on the new course of study, Miss Salisbury has set down seven cardinal points for each committee consideration. They are: (1) a survey of existing condition of course of study, children, homes, the school and material equipment; (2) an examination of present literature on course of study building; (3) a statement of principles by which the committee will judge all material for the course; (4) a statement of particular objectives in each grade; (5) a statement of original investigation by the group; (6) a statement of children's activities calculated to bring about the realization of the end desired; (7) a statement of the goal toward which the child is set with a list of books and aids that will help in securing the practical result.

The teachers of Los Angeles will all have an opportunity to participate in the course of study work. They select their own grade, subject and special problem. A circular was sent to the various teachers and they were asked to report in the following manner: (I) on grades (list ran from B1 to A9), on which grade committee would you prefer to serve? (show three); (II) indicate three of the following subjects in manner: (I) on grades (list ran from B1 reading, writing, spelling, word study, arithmetic, geography, language, history, physical education and hygiene, morals and manners, nature study, agriculture, music, drawing, primary manual arts, manual training, domestic science); (III) Americanization (choice between course on non-English speaking people or English speaking); (IV) social background, poor, average or unusually good; (V) mentality, below normal, normal, or super; (VI) community, stable or with turnover—transient; (VII) physical education, normal or negative.

A teacher can thus select to work on a course for a child in B6, subject geography for English-speaking children of unusually good social background of normal ability from a stable community and of normal physical condition.

These individual group courses are an attempt to make it possible to give the various types of school children what is best for their development.

The committees are to be formed of not more than ten and will number several hundred. Several committees will work on one subject and then their results will be taken up in a central committee.

School organizations such as the Principals' Club have had a great part in getting the committees under way and in giving advice and assistance to director and teacher.

After the various central committees in each group agree, they will report to the executive committee, which includes representatives of the teachers, supervisors, directors and assistant superintendents and superintendent.

Representative citizens will be called in before the various committees and will be asked to give their opinions as to how the course of study fits into the civic duties of the child. Advice and suggestions will be received from experienced educators within and without the city.

The detail has been worked out and excellent results are expected from the work of Miss Salisbury and the Los Angeles teachers.

## LOS ANGELES CITY SCHOOL LIBRARY

The Los Angeles city school library, under the skillful leadership of Miss Jasmine Britton, elementary school librarian for Los Los Angeles, has within the last few years become a most important adjunct in the Los Angeles educational system.

One hundred and seventy-six schools, 3500 teachers, 102,421 children are reached by this central library, which supplies books, maps and globes, phonograph records, pictures, lantern slides and films.

The development of the educational service which this library offers depends upon a clear understanding of its functions under twentieth century conditions. It has thus taken under its wing the purchase and distribution of the maps, globes, pictures, stereographs, lantern slides and phonograph records and applying the loan system previously used only for books, has reached a greater number than would have been possible in any other way.

This constant income and outgo of live material makes the central elementary library at 419 South Olive street, Los Angeles, a busy educational school supply workshop, where twelve assistants are constantly engrossed in their duties.

In the West, Los Angeles ranks as the first to establish an elementary school library. In 1906 the library commenced service with 16,000 volumes; 1910 saw the number increased to 40,306; 1915 to 132,458; 1920 to 241,867, and in 1921 the total reached 265,329 titles. The gain in the last decade was some 460 per cent.

Ranking in age with the great growth of the city of Los Angeles, it has become the largest elementary school library in the West. Its fine service and thorough organization have made it a model as an elementary school library.

With the increase in size has come a tremendous growth in circulation of books, maps, globes, pictures, etc. In 1921 the circulation was some 150,360 volumes, or an increase of 52 per cent over the previous year.

In addition to straight elementary school service, the library takes care of the elementary evening schools and foreign classes. The circulation in this department in 1921 was 14,125 volumes, or a 40 per cent increase over the previous year.

The watchword of the library is service to teacher and pupil. Organization has made it possible to expeditiously circulate the large numbers of books and material.

Books are loaned in several ways. First, there are books which may be kept for the school year. Second, there are books and magazines which are of recent date or much in demand and are kept from two weeks to a month. Third, there are sets of books, not more than twenty-five to a teacher, which are kept as long as in use. And lastly, there are sets of books which are much in demand and can be kept one month.

In addition to these circulating books, each elementary school has a fixed permanent collection, such as dictionaries, encyclopedias and sets of supplementary readers.

During the first two weeks of every school year the 3500 elementary school teachers in groups visit the central library. Here they pick out fifteen titles for their own use for desk and reference work.

In the matter of distribution of books to the 176 schools, the library has the service of its own truck and driver. Some twenty-five schools are visited daily and the whole system is covered every two weeks.

One of the most interesting experiments being carried on is in visual education. A set of films have been purchased by the library for a course in citizenship. The course runs ten weeks. An operator is hired who covers ten schools per week. When finished, another ten schools have the course. In this way some thirty schools receive the instruction during the year.

Thus manifold in its pursuits, we have a fine functioning organization that is both a help to teacher and child and economical and systematic in placing educational material where it will do the most good.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Dean of the Junior College,
Head of the English Department,
Santa Rosa High School and
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## TEXTBOOK ADOPTIONS IN CALIFORNIA—A STATEMENT BY THE STATE BOARD OF EDUCATION.

The State Board of Education regards the adoption of textbooks for use in the elementary schools not as a matter of competition of wits among publishers, but as an educational inquiry. It is merit of books which it wishes to consider rather than persuasiveness and strategy of salesmen. In conducting its educational inquiry it secures data and opinions from various sources. First of all, recognized educational experts are appointed from among the school people of the state. These experts include superintendents, principals, members of faculties of teachers' colleges and classroom teachers. These expert readers are asked to make an impartial analysis of the books and present an impartial recommendation thereon. The readers do not adopt the books, nor is the board necessarily bound by any recommendation the readers may make. However, the impartiality of the readers which independent analysis generally guarantees, gives the reports of the expert readers great weight. What the board expects from expert readers is their own impartial analysis based on a careful study of the books. For that reason, the names of the expert readers are not given out. Moreover, the talent required for the proper doing of this work could not be secured except on a pledge that the analysis and recommendation of the expert readers would be regarded as confidential.

The textbook publishers and salesmen are not excluded from the inquiry. They are given an opportunity to appear before the Superintendent of Public Instruction and the three commissioners, who sit in banc to hear any analysis of the books that the publishers may wish to present. The superintendent and commissioners review the textbooks submitted and may make reports thereon, either jointly or individually. During the recent geography hearing, two full days and a part of another were given by the superintendent and commissioners to the hearing. It is significant that in the recent adoption of geography texts, the superintendent and the commissioners after such full hearing unanimously recommended the book that was adopted. In fact, their judgment was the same as that of the majority of the expert readers. Moreover, the State Board of Education gives the publishers a hearing, devoting at least one day to this purpose. After hearing from the readers, the officials of the state department, and the publishers themselves, the board makes the adoption, giving the reports and recommendations above referred to such weight as they deserve.

The plan above outlined has been in operation ever since the present State Board of Education came into existence. It believes it has given the schools the most satisfactory series of textbooks adopted in the history of the state. The system which prevailed for a time some years before the present State Board of Education came into existence, under which the names of the expert readers were known to the publishers, with the school forces of the state kept in turmoil because of the agitation of publishers' agents, was most unsatisfactory, and, for that reason, was abandoned. The State Board of Education is satisfied with the plan it has followed in making adoptions and the public generally is satisfied with the plan. It will not yield to any suggestion to go back to the old system, which proved unsatisfactory. It assumes full responsibility for all adoptions that have been made or that may hereafter be made; it will not subject its advisers to the importunities of publishers or their agents and it will insist that the judgment of its experts shall be based upon their own analysis. The enlightenment which may come from the presentation of the publishers and their agents will be reserved for the board itself and for the superintendent and the commissioners.

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## AN AUXILIARY PROFESSION

By Mary Ellen Hollister

I have in mind, as I think over the women of my acquaintance, a certain girl who seems to have won more success than any of the others. It is not fame or money —although she has acquired a small measure of each—but her ability to find zest in everything she does that makes her stand out so clearly. She was in France during the war, a secretary to an important man; she has taught school in Alaska; she knows Washington and New York; she has the wide interests of a traveler.

"How have you done it?" I ventured to ask her one time.

"By daring to," she answered. "I knew that to win high pleasure, high courage is necessary."

"Oh, yes, I know all that. But, getting down to brass tacks, how have you financed it? Most women who have to earn their own living cannot do the interesting things that you have done."

"Can't they? I wonder. I think they can. Let me tell you my plan and perhaps you will agree with me. When I had taught school for five years, I knew that I needed a change of occupation for a while. I tried to do something in that summer but I was untrained for anything but teaching. One employer told me frankly that I was of no more value to him, untrained, that a youngster out of high school. He advised me to learn some of the rudiments of business and he promised me a place if I did so. I took his advice and by the end of the summer I was a member of his office. It was newspaper work and I enjoyed it hugely. When the war broke out, I was able to help in France with my 'auxiliary profession,' as I called it. Since then I have had wonderful experiences both in teaching and in other work. Equipped with the two professions, I have never been afraid to take hold of opportunity. The bigger and more exciting it was, the more interest it had for me. Now, do you agree with me that almost any woman could do the interesting things that I have done?"

And I agreed. Since then I have often thought of this girl's recipe for success when I have seen women working year after year at one profession.

"But a teacher's work is always different," teachers protest, "It deals with new conditions every year."

That teaching offers more change than some other professions is true. But it also limits a teacher's outlook and restricts her acquaintance and her interests to fellow-teachers and to pupils. She needs to get out into a world where she is not a dictator, to see larger accomplishments than her own. Both for the sake of her teaching and to enlarge her power for getting zest out of life, she needs an "auxiliary profession."

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## CALIFORNIA

San Diego.—Fifteen teachers in the San Diego public schools have taught a total of 179 years. Seven of these teachers have more than twenty-five years of consecutive service, a record probably unsurpassed by any other school system in the country.

Following are names of the teachers who comprise this long service group and the number of years they have been associated with the San Diego public schools:

Mrs. Mabel O'Farrell and Mrs. Anna S. Porter, 31 years; Mrs. Clara L. Gray, 30; Miss Anna B. Killer, 29; Florence L. Brewer, 38; Lulie Sweeney, 27; Jane Niven, 26; Fanny F. Fowler, 24; J. Belle Jacoby, Mrs. Flora C. Price and Henrietta Rose, 23; Sara B. Leisenring, 22; Helena Krause and Minnie Pease, 21; Benjamin C. Lacey, 20. Will Angier, business manager of the board of education, has held this position, with that of teacher, for 27 years.—N. E. Journal of Education.

The above names with three exceptions are familiar to the editor of this journal, as the teachers began their work during his superintendency, and it is a pleasure to know that they have been of such great credit to the profession of teaching.

## DOCTOR BOBBITT HAS COME

Dr. J. Franklin Bobbitt, the curriculum expert, has arrived in Los Angeles and is now at work on the problem of the high school curriculum. His office is with the department of psychology and educational research, 419 S. Olive street, Room 19 Telephone 14223.

The prize for "Words for a State Song," offered by the California Federation of Music Clubs of Los Angeles, was won by Mrs. Mary Lennox of San Francisco. Mr. L. E. Behymer was donor of the prize, and Ben F. Field, the well known poet, was chairman of the contest. The following are the beautiful, simple words of the song:

### CALIFORNIA, SWEET HOMELAND OF MINE

Starry-eyed as your slim mariposa,
Sublime as your mountains mist-veiled,
Rose-girdled and sweet, you lave your white feet
In the waves that the proud galleons sailed.

CHORUS

You're the Land at the Foot of the Rainbow
Where the great pot of treasure was spilled
That is fashioned anew by the sunshine and dew,
Into marvels of bright hopes fulfilled.
You're the land where each fair trail leads homeward,
'Neath the palm of the sheltering pine,
Where high-hearted desire thrills my spirit with fire,
California, Sweet Homeland of Mine.

Your soft voice like Mission bells chiming
Rings over the land low and clear.
With welcome divine, as warm as sunshine,
Shedding glory throughout the whole year.

The Public Education Society of San Francisco has arranged for three lectures. The first will be by Chester H. Rowell, "The Public School and National Ideas," 261 St. Francis Hotel, January 26, 8 p. m. The second by Dr. Aurelia Reinhardt, "The Parent and the School Room," 1 St. Francis Hotel, February 2, 8 p. m. The third by Superintendent H. B. Wilson, author of "Motivation in Schools," and the progressive superintendent of Berkeley, on "Modern Educational Tendencies," February 9, 8 p .m., room 1, St. Francis Hotel.


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# The California Teachers' Association, Southern Section, at Los Angeles, California, December 21, 22, 23, 1921

MERTON E. HILL, President

Held in connection with Teachers' Institutes of

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| Imperial County | Long Beach City School District |
| Inyo County | Los Angeles City School District |
| Los Angeles County | Pasadena City School District |
| Orange County | Pomona City School District |
| Riverside County | Riverside City School District |
| San Bernardino County | San Bernardino City School District |
| San Diego County | San Diego City School District |
| Santa Barbara County | Santa Ana City School District |
| Ventura County | Santa Monica City School District |

Held on December 19, 20, 21, 1921, as separate or joint institutions, and on December 21, 22, 23, 1921, with the California Teachers' Association, Southern Section.

## SPEAKERS

Dr. Bade, President Pacific School of Theology
Dr. James A. Blaisdell, President Pomona College
Dr. M. L. Burton, President Michigan University
Mr. Arthur H. Chamberlain, Executive Secretary California Teachers' Association
Mr. E. P. Clark, President State Board of Education
Miss Eleanor Colby, Dowagiac, Michigan
Dr. Elwood P. Cubberley, Stanford University
Mrs. Susan M. Dorsey, Superintendent Los Angeles City Schools
Dr. Raymond Franzen, Director of Research, Des Moines, Iowa
Miss Margaret Haliburton, Primary Supervisor, Waco, Texas
Mr. Edward L. Hardy, President State Teachers' College, San Diego
Mr. Fred M. Hunter, Superintendent Oakland City Schools
Dr. Walter A. Jessup, President Iowa State University
Dr. Charles H. Judd, Chicago University
Mr. Mark Keppel, Superintendent Schools, Los Angeles County
Dr. Tully C. Knowles, President University of Pacific
Professor R. J. Kern, University of California
Professor Robert J. Leonard, University of California
Dr. Monsen, Traveler, Lecturer
Dr. Ernest C. Moore, Director University of California, Southern Branch
Mr. A. C. Olney, Commissioner of Secondary Education
Mr. G. Bromley Oxnam, Pastor of Church of All Nations, Los Angeles
Dr. Charles A. Prosser, Director William Hood Dunwoody Industrial Institute, Minneapolis
Dr. E. O. Sisson, Reed College, Portland, Oregon
Dr. Payson Smith, Commissioner of Schools, Boston, Massachusetts
Dr. Edwin R. Snyder, Commissioner of Vocational Education
Dr. Rufus B. von Kleinsmid, President University of Southern California
Dr. Alonzo E. Taylor, Stanford University
Mr. Frederic A. Warde, Dramatist
Mr. Harr Wagner, Editor Western Journal of Education, San Francisco
Mr. Stanley B. Wilson, Member State Board of Education
Hon. Will C. Wood, Superintendent of Public Instruction

It was the greatest meeting in the history of the association. Merton E. Hill, the president, knows how. He had his program arranged weeks ahead. There was no fuss, no feathers. It was a straightaway program, and was a composite of the educational thought of the nation, presented in the biggest educational unit—the county and city of Los Angeles. The rain did not dampen anything but the streets. The humor of the convention was dry, and the spirit of the people was not even dampened. Los Angeles section, with its more than seven thousand teachers, is in a class by itself.

The University of Michigan was represented by President Burton; the University of Chicago by President Judd; the University of Iowa by President Jessup. Massachusetts was represented by the Commissioner of Education, Payson Smith; California by Will C. Wood, Fred M. Hunter, Mark Keppel, and others.

It was a great meeting. No editorial comment can do it justice. It would require a pen twice as sharp as a sword and thrice mightier to epitomize such a meeting into a few paragraphs. It is sufficient to comment on a few things that were not. For instance, the speakers with one exception were from the Middle West. Columbia University was not on the program, and its dominant note was missing. There was a wholesomeness about the speakers, and an optimism that was as refreshing as morning dew on brown grass.

## NOTES

The election was very interesting, and resulted in Superintendent Geo. C. Bush of South Pasadena being elected over Mr. Newton of the Los Angeles city school department.

The amendments to the constitution were all defeated, and it seems hardly possible ever to amend a constitution that requires not only a majority of those who vote, but a majority of the membership, to legalize an amendment. Those who have had charge of school organizations know that it is impractical to get a majority vote.

The meeting of the Schoolmasters' Club was a jam. The speeches of Mr. Brown (the chairman), Dr. Judd, Dr. Prosser and Dr. Franzen were delightful. Superintendent H. G. Clement of Redlands, California, was honored by being elected president for the ensuing year.

The school exhibits and exhibits of supplemental texts and other aids to school work were placed in the Grand Avenue school, and hundreds of progressive teachers visited the exhibits and were interested in the various displays of the publishers. The Rand McNally Company was represented by A. A. Belford; Scribners & Son by Mr. Baker; Macmillan Company by Mr. Cobler; the Ginn & Company by Harry Linscott; the J. C. Winston & Company by W. Cairn Harper; the Harr Wagner Publishing Company by Ruth Thompson and W. M. Culp; the Milton Bradley Company by Miss Willis; the A. N. Palmer Company by Mr. Nolan; the D. C. Heath & Company by G. H. Chilcote, etc. Teachers are finding out more and more that these exhibits are of great service, and it enables them to come in touch with the "feel" of a book that gives them the impression of usefulness.

Frederick Warde, Dr. Monson and special music were furnished for intellectual, emotional and artistic entertainment and instruction.

President Hill gave Arthur Chamberlain, editor Sierra Educational News, and Harr Wagner of the Western Journal of Education prominent places on the program, thereby recognizing the fact that educational journals are a necessary adjunct in the publicity of progressive ideas in education. A state without live educational journals is without one of the most essential elements of educational progress.

The geography section was of very great interest to a number of people. Ethel I. Salisbury, who prepared the course of study in Berkeley and is preparing one for Los Angeles, spoke on the sociological objective in geography, and Fred M. Hunter spoke on "The Place of Geography in the School Curriculum." Among the interested listeners was Dr. H. W. Fairbanks, the noted author and lecturer on geography.

"The Teaching of the History of California" was the theme of Mark Keppel's two vigorous talks before the general session. Superintendent Keppel has lived some forty years of the history of this state, and he has a vision of the past and of the future that is not limited to ancient manuscripts, to border lines, to sectional prejudice. His address was patriotic, eloquent and full of human appeal. His eulogy of Stephen M. White, his sketch of Huntington, Stanford and Crocker were masterful, and these men, who were builders of the state, should have their place in the schools. It was indeed refreshing that Mark Keppel could place a right angle on the lives of these great builders and great personalities, and turn and pay a splendid tribute to Hiram Johnson. Mark Keppel's speech of the History of California should be circulated among the schools. We need more of real men, less of cave men, more of our California ancestors and less of our European ancestors in our schools.

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Prof. Martin of the Analy Union High School in Sonoma county is taking an active interest in the affairs of the community and recently addressed the Chamber of Commerce of Guernville on a survey for a junior high school at Guerneville.

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## BUSINESS AS A VOCATIONAL OBJECTIVE FOR TEACHERS

By Evan Armstrong

The old adage that a wise man changes his decision many times, but a fool never, is applicable to the teacher. In these times when we are brought in contact with a diversified environment, we have often made a decision without having all of the facts before us, and, during the many years that I have been in educational work, I have been approached by teachers of short—as well as of long—teaching experience and asked as to whether there was any possibility of a teacher changing her vocation to some phase of business.

I believe that a great many in the course of each year find their way into teaching through the force of circumstances rather than through any vocational choice. The result has been that teaching has not been especially pleasing to them and they are wisely looking about to see if they may not better themselves. I believe that any teacher to succeed should be thoroughly interested and believe in her work. If this interest is lacking, there is every reason why a teacher should consider the possibility of other vocational fields.

It will be my pleasure in the course of a few articles to call attention to some of the possibilities for the teacher in the field of business, especially in that particular type of work for which the training and experience of the teacher has best fitted her —the private secretary.

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Hermosa Beach High Schools, Francis E. Rice, Superintendent. View on right—beautiful new Auditorium Building, recently constructed at a cost of $100,000—one of Los Angeles County's finest new Elementary School Buildings

## THE IMPORTANCE OF EMPHASIZING THE STUDY OF GEOGRAPHY IN THE SCHOOLS OF TODAY

The essay that won first prize in Ginn & Company's prize essay contest.

By Master Francis O'Connor
St. Augustine's School, Oakland

Geography should be considered one of the most important studies in the American schools of the present day. Since the beginning of time it has been interesting to men to learn of the world and its inhabitants. But when transportation was slow and difficult, only a few adventurous persons dared to travel, and the average man knew little of the world beyond his own homeland. Since railroads, steamships and motor vehicles have made travel quick and comfortable, the many nations of the earth have been brought into closer association, making it possible for all to become familiar with the other peoples of the human race.

The modes of life of a people, their manners and customs, their occupations and activities, their natural resources and products, their exports and imports, their attitude toward the rest of mankind, depend largely upon the physical features and climatic conditions of the country in which they live. Geography shows us these physical features of each land, and thus teaches us to understand the people of that land and enables us to deal intelligently with them.

This ability to understand a foreign people and to see things from their point of view is tremendously important at the present time when we Americans are striving with the other great world powers to work out a plan by which the world will have lasting peace.

The Great War brought the attention of Americans to foreign countries, particularly to Europe. Then all, old and young, realized the need of knowing the geography of the fighting zone. Military authorities needed to know the topography of the country in order to direct the movements of our army, and the folks at home studied maps in order to follow those movements. It was necessary for navai officers, likewise, to know the winds and ocean currents, which are a part of the study of geography, as well as the location and character of seaports. Climatic conditions, also, had to be understood.

After the signing of the armistice, everyone who was interested in the welfare of mankind turned his attention to the important changes made in the Old World by the formation of the new republics. Every American citizen should be well informed on world affairs, because America must do her part as a great world power to secure permanent peace.

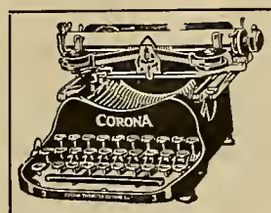
In trade and commerce, also, America's position is most important. We are the wealthiest nation now in the world and the greatest in manufacturing. We are supplying food, food products, and manufactured articles to distant lands. In order to carry on this commerce to the greatest advantage, the children in our schools today should carefully study our products and manufactures, the needs of foreign countries, and the best methods of marketing our wares. A study of routes of travel is an important part of geography, as a shorter route means a saving of time and money. Besides, bringing food to remote countries, young, energetic Americans are doing wonderful work in carrying forward the torch of civilization and Christianity. The young boy reading his geography with wide-eyed enthusiasm may develop into an apostle of Christianity, accomplishing an incalculable amount of good.

Thus far we have been considering the value of studying geography because of our relations with the countries of Europe, Asia and Africa. Let us turn our attention to nearer neighbors.

America's island possessions and South America are lands of opportunity. They have great natural resources that are not yet developed. Intelligent, ambitious, energetic Americans have chances to study out the best ways of developing these resources. They will not only help the natives of these countries but also add to the prosperity of the United States, for these countries look to us for many supplies. Our manufacturing industries and commerce will, accordingly, be increased. Most important and valuable of all is the study of the United States itself. The more our boys and girls study our country, the better for the nation. We must develop our rich natural resources. We need to know the climate, the drainage and soil of all the different regions of the land so that we can improve the agriculture. We need to know how to conserve our great mineral resources so that the mineral wealth will not be wasted. We need to know how not only how to use, but save, our forests. We need to know the manufacturing power such as coal, oil, gas, and water in order to develop them. We need to know how to protect our fish and game. We need to study our cities and farms, and the ways of improving them.

From a political viewpoint it is absolutely necessary for an American citizen to know the whole of the United States, because one central government rules the entire land. Being a government by the people, the people should understand the needs of all regions so that the laws may be fair and just to all. It is only by knowing and understanding one another that our country can remain united.

With this end in view our schools are teaching geography so that our boys and girls will become worthy citizens of the wonderful and glorious land of America—"One country indivisible, with liberty and justice for all."



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## SAN DIEGO CITY SCHOOLS

By Ruth Thompson

The city school system of San Diego with Superintendent Henry C. Johnson directing the work, was one of those which made a success of National Education Week, interesting clubs of men and women and private citizens in the work of the schools.

A publicity campaign, which kept the public informed of the plans and which encouraged organizations to make their own plans, was begun with the announcement that the Education Week was to be held. A bulletin, the mechanical part of which was done by the high school printing department, was sent to the parents through the school children. Features of this bulletin were: The What and Why of American Education Week; Mayor's Proclamation; Personal Word from Superintendent Johnson; American Legion's Message; Distinguished Men of America and Their Education; What Becomes of School Money; San Diego a Growing City; The Relation Between the Child and His Teacher; The Conditions Under Which the Child is Living His School Life; Education and Statesmanship.

The publicity through the bulletins, newspapers and posters in the town proved effective, for hundreds of visitors were registered at the high and elementary schools of San Diego that week. Lunches were held by clubs at the schools, class work was carried on as usual with visitors observing, exhibits were held.

The reaction in public life, as summarized by the city superintendent, included the school concerts given at a local theater, educational departments added to various organizations, resolutions of the Chamber of Commerce making helpful suggestions for playgrounds for the children of San Diego, an open forum held on educational matters, permanent educational committee appointed in the Chamber of Commerce and a similar committee in the American Legion, which organization found speakers for the meetings.

### Growth of San Diego Schools

From an enrollment of 3441 pupils in the San Diego schools in 1902 to an enrollment of approximately 21,000 for 1921, is the record of the San Diego schools, according to Superintendent Johnson. There are now five Class "A" buildings, containing over twenty-five class rooms each; five Class "B" buildings, containing between sixteen and twenty-five class rooms each, and ten smaller elementary school buildings. The high school consists of three buildings situated in Balboa Park. Buildings under construction include two junior high schools which are to cost over $300,000 each.

### Elementary School Library

This year a school library has been organized in San Diego.

"An elementary school library has been my plan since I came to the city," said Mr. Johnson recently. "I realized the great amount of waste when the books were kept on the shelves most of the year."

Miss Nancy Gertrude Milligan, one of the supervisors of the schools, is in charge of the school library. Concerning the organization and aims of the library she writes:

"The San Diego City School District has recently organized a library for the elementary grades in answer to an urgent need in this department.

"Through the courtesy of the Museum Board the elementary school library is occupying spacious quarters in the Indian Arts Building. This location is one of the choicest of the Exposition buildings in Balboa Park, surrounded as it is by picturesque Spanish architecture and approached through broad plazas and well trimmed lawns. It is doubtful if any city on the Pacific Coast has a location so ideal for initiating a school library.

"Formerly the supplementary books belonging to the San Diego city schools were scattered about in small groups in the various school buildings with no organized means of exchange. This necessitated a limited supply of reading material to the pupils in each building and the expense to district of idle books.

"These books have been acquisitioned and are now circulated to every building of the district on regular library requests filed at the library in Indian Arts Building. By this system all the reading material of the elementary grades in the San Diego city schools is put within reach of every child in the district.

"Recent experimentation leads to the conclusion that a large portion of the poor reading ability in the elementary grades is due to the following causes: uninteresting reading material chosen from the adult and not from the child point of interest; a limited instead of a wide range of material to develop an interest in reading.

"Although the elementary school library is still in its infancy, it has 30,000 books catalogued at present and has circulated over 10,000 copies, in sets, during the two months it has been in operation.

"A department for books of reference and professional study has been started and will be ready for service and growth by the first of the year.

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At San Francisco, in the recent election for school board members, Miss Alice Rose Power, teacher in the public schools of that city, was elected to membership in the board of education by a large majority. Miss Power has been for many years an assistant to Harr Wagner in publishing the Western Journal of Education. Election to the board of education by this large vote is a tribute to the high esteem in which she is held in San Francisco, not only by the teachers of whom she is one, but by the citizenship of the city in general.—Carrol G. Pearse in December American School.


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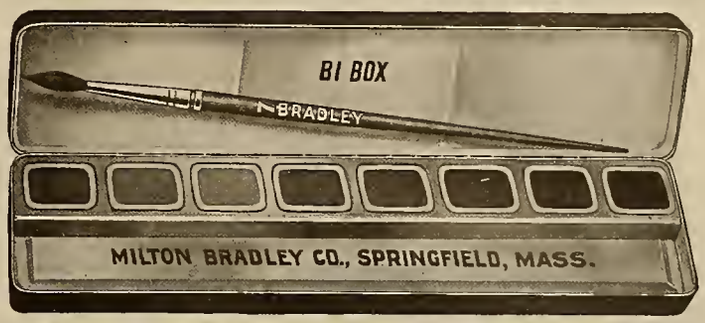


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General view of California Sugar Beet Factory —Courtesy Union Sugar Company and Alameda Sugar Company

## A TYPE LESSON ON THE SUGAR BEET

By Ruth Thompson

**The Project**—The production of the "perfect sweetening" beet sugar.

**The Problem**—The production of sugar and its various uses.

### The History of Beet Sugar

Beet sugar was unknown to the ancients, who used honey for sweetening. Sugar is supposed to have originated in India. It first became an article of commerce about the fourteenth century. Olivier de Serres of France first discovered that beets contained sugar. Two chemists, Marggraf, a chemist in the University of Berlin in 1747, and fifty years later Achard of Prussia, studied the extraction of sugar from beets with the support of Frederick the Great and later of Frederick William II. Achard in 1801 erected the first beet sugar factory in Cunern, Silesia, and produced small quantities of sugar. Two small factories were erected near Paris. They did not produce sugar in commercial quantities. During Napoleon's time chemists and land experts discovered that the chemical and physical condition of the soil increased the yield of cereal crops when followed in rotation. This lead to the following results: Napoleon established six technical beet sugar schools; he provided that 100 medical students should be selected from schools of medicine, pharmacy and chemistry and transferred to beet sugar schools; that 150,000 acres be planted to beets; that financial inducements be extended to scientists to further perfect the process of extraction; that capitalists be interested in engaging in the sugar industry; that four beet sugar factories be erected; that importation of sugar from England and India immediately cease. From a production of 39,000 tons of sugar in 1848 to 263,000 tons in 1870 was the growth in France. In the United States the first beet sugar factory was built in Massachusetts in 1839. It failed as did others until in 1870 E. H. Dyer built a factory which was a success in Alverado, Alameda county, California. Alameda county is now the location of one of the best sugar factories that produce perfect sweetening sugar. The growth of factories has been steady since the first factory was established in California. Nineteen states from Ohio to California now operate sugar beet factories. The United States produces twenty per cent of its own sugar and four per cent of the world's production.

### Thought Questions

1. What was used for sweetening before the discovery of sugar?
2. What are the sources of sugar today?
3. Why is the production of sugar important to the school children of California?
4. What has caused sugar to be a necessity instead of a luxury today?

A century ago sugar was a luxury and could only be purchased by the wealthy. This was because there was so little sugar manufactured. With the increased manufacture of sugar from sugar beets, the commodity has come within the reach of all purchasers. It is now so widely used it is considered a necessity instead of a luxury.

5. Who first discovered that the beet contained sugar?
6. What process was used first in the extraction of sugar from the beet?

A chemical process was used first in extracting sugar from beets. Marggraf dried and pulverized the beets, poured a liquid over the powder and placed the mixture over the fire in a sand bath. When the liquid came to the boiling point, he withdrew it from the flame, filtered it and placed it in a jar which he corked. After several weeks it was discovered that sugar crystals had formed over the liquid.

7. What did chemists and land experts discover concerning the growth of beets and the effect upon the soil during Napoleon's reign?
8. Why was Napoleon interested in the production of sugar?
9. What seven steps did Napoleon take to foster the growth of beets and the production of sugar?
10. Where was the first successful sugar beet factory operated in California?
11. Why is this location a success today?

### The Production of the Sugar Beet

The sugar beet is white like a turnip, is shaped like a parsnip or garden beet and usually weighs about two pounds. The beet seed is planted in continuous rows. Fourteen to twenty pounds of seed are used to an acre. If the beets grew perfectly the yield would be about forty-three tons to the acre. The yield is about ten tons to the acre. When the beets are harvested they are plowed up. The tops are cut off. The beets are loaded and taken to the factory, or the station to be sent to the factory. At the factory the beets are weighed, washed and placed in bins ready for the extraction of the juice. In California the seeding of the beet may begin in December, in other states the seeding begins after the frost is over in the spring. It takes five months for the beet to mature. The sugar beet matures best where the average temperature in June, July and August is about 70 degrees F. Careful cultivation has produced a larger percentage of sugar in the beet than formerly existed. In the early days in France the beets contained from five to six per cent of sugar. American grown beets today average from fourteen to nineteen per cent sugar. About 284 pounds of white sugar is extracted from one ton of sugar beets. More than half the beets grown in the United States are grown under irrigation. The fact that beets can be

Feeding racks at Sugar Beet Plant —Courtesy Union Sugar Company and Alameda Sugar Company

grown to advantage under irrigation was discovered by accident. It was taken for granted that irrigated beet crops would be low in sugar value. In a California factory in 1891 a printed notice was sent to farmers advising them that beets that had been grown by irrigation would not be received under contract. Some farmers continued to irrigate their crops. It was found that those beets that were irrigated were high in sugar value. This led to the opening of large desert areas where land could be irrigated and beets grown.

### Thought Questions

1. Where does the sugar beet seed come from?

Much of it is carefully grown in Colorado, Montana and Idaho. Some is grown in Germany and Russia.

2. What is the appearance of a sugar beet?
3. How can we account for the extra sweetness of the sugar beet in California?
4. Describe the planting and harvest of the sugar beet.
5. How does the production of sugar beets differ in California from the production in other states?
6. According to the average temperature given, what states produce sugar beets?
7. Account for the increase in sweetness in the sugar beet from the early growth of the beet.
8. How has the sugar beet increased the settling of the West?
9. Why can the sweetest beets be produced in California and Western states?

The soil, weather, climate and distribution are good for sugar beets in the larger part of California. The highest amount of sugar is obtained in irrigated regions where there is an abundance of sunshine and the water supply can be regulated.

### Extraction of Sugar from the Beet

From the time the beets are topped in the field until they leave the factory as sugar in sacks, neither the raw material nor the finished product is touched by hand. The sugar, together with various impurities, is in liquid form in the small cells of the beet. After the removal of the sugar from the solids of the root the liquid impurities must be separated. When the beets are sent to the factory they pass through an automatic washer. They are cut into slices resembling shoestring potatoes. The material is then put in a machine where the best pulp and the sweet liquor are separated. The pulp is sold for cattle food. The "mother liquor," as the juice is called, is subjected to numerous boilings, filterations and clarifications. This is to evaporate the water and get rid of impurities. After the impurities have been eliminated the juice is boiled until it forms into crystals. The thick, hot mass is then thrown into machines where the molasses is thrown off and pure white sugar remains. The sugar is sent to a granulator. It is then sifted, dried and packed ready for shipment. From eighteen to thirty-six hours from the time the beets go in at one end of the factory, refined sugar, sacked and ready for the table, is coming out at the other end. The manufacture of beet sugar is done in a season of about three months.

### Thought Questions

1. How is sugar stored in the sugar beet?
2. How is the sugar extracted from the beet?
3. What disposition is made of the refuse of a beet sugar factory?

The tops are fed to the stock in the field. The pulp is fed wet to stock or is dried and shipped to be fed to stock. The molasses is used for making alcohol or is mixed with alfalfa meal for cattle. The lime cake used in manufacture can be used by farmers to open up closely knit soil.

4. By what process does the liquid extracted from the sugar beet form into crystals?
5. How long does it take to manufacture sugar?
6. What is the length of the beet sugar season?

### The Distribution of Sugar

1. What methods of transportation can be used in the distribution of sugar?
2. After sugar is manufactured, where is it sent from the factory?

Sugar is handled by two classes of dealers before it is sold to the consumer. The wholesale dealer buys it and in turn sells it to the retail dealer. The retail dealer sells it direct to the housewife or purchaser.

### The Value of Beet Sugar

Sugar is a great energy food. It contains pound for pound six times the fuel values of milk or potatoes. That is why it is always an important part of the soldier's ration. It has been proved that a certain amount of sugar in food delays fatigue and increases the working powers. Sugar is easily digested and for some infants milk sugar is the natural diet. When more sugar or starch is consumed than is actually needed, some of it is changed in the liver to a starchy substance and is there stored for future use or a part of it may be stored for fat for future use. Some of the sugar digested and not needed in the system is stored in the muscles and is later used up when active muscular work is engaged in. Though sugar is valuable to the diet, it should not be used in excess. The amount of sugar needed differs with the people and their country and habits. An excess of sugar cannot be easily digested and will produce acidity in the stomach and, in time, dyspepsia. This is particularly true to those who lead an inactive life or are inclined to be fat. On account of their active lives, out of doors play and rapid growth, children can use more sugar than adults, but on account of their fondness for sweet foods there is danger of their eating too much.

### Thought Questions

1. Why is sugar a necessity to the body?
2. If an excess of sugar is eaten, how does the body use it?
3. Why should active people eat sweet foods?
4. Should a stout or a thin person eat much food?
5. Do you think persons in warm or cold countries need the most sugar?
6. Why is too much sugar bad for a person?
7. Why can children consume more sweet foods than adults?

### The Various Uses of Beet Sugar

How does the housewife use beet sugar?
How does the confectioner use beet sugar?
How does the baker use beet sugar?
How does the canner use beet sugar?
Name any use for beet sugar not mentioned.

### The Superiority of Beet Sugar

At first there was a prejudice against beet sugar, as those accustomed to the use of cane sugar thought it would not do for canning purposes or in cooking foods. Sugar made from beets has high sweetening power, is finely granulated and dissolves readily. Domestic science experts and other authorities have pronounced it one hundred per cent efficient. It is the perfect sweetening.

The splendid results obtained from beet sugar in canning and jelly-making are shown by tests made by the University of California. After two years the jelly was examined and "in each case found to be as clear as jelly can be."

### Thought Questions

1. What three points in favor of beet sugar have been proved by experts?
2. Why should California people use beet sugar?
3. Why was there an early prejudice against beet sugar?
4. What has been the result of experimentation with beet sugar in every process?

General View of Sugar Beet Farm —Courtesy Union Sugar Company and Alameda Sugar Company

### Directions to Teachers

The lesson on the production of sugar from the sugar beet may be correlated with other lessons. In the history lesson, the encouragement of Frederick the Great and of Frederick William III and of Napoleon in fostering experimentation, may be studied as well as the beginning of manufacturing in the United States and in California where the first successful sugar beet factory was finally established in Alameda county.

In the production of the beet an agriculture lesson may be derived.

The geography lesson plays an important part in that the study of climates in various states must be studied for the correct temperature for sugar beet raising. Methods of transportation must also be studied and the transformation of desert areas into sugar beet land is necessary.

The use and abuse of sugar comes within the range of the physiology lesson.

How many tons of beets can be produced to the acre and how many pounds of sugar are gotten from one or a given number of tons of beets is a study for the arithmetic class together with sale problems.

The drawing class may study and draw pictures of the white sugar beet and of the Snowman, the trademark of the Union Sugar Company and the Alameda Sugar Company. Emphasis should be placed upon the fact that there are many places in California where the children cannot build a snowman from real snow so that the sugar snowman will have a relative value.

There are many words that can be learned from this lesson in the spelling lesson, the teacher knowing best the ability of her pupils.

The domestic science class may try the recipes included. These recipes were taken from "Cakes, Cookies and Confections," second edition, compiled by the California Home Economics Association, Southern Section, and from recipes proved good by the Snowman Sugar experts.

The following recipes are taken from "Cakes, Cookies and Confections," compiled by the California Home Economics Association, Southern Section:

## CAKES

### Devil's Food

½ cup shortening
2 cups sugar
2 squares chocolate in 1 cup boiling water; let simmer two minutes
2 eggs
2½ cups flour
1 teaspoonful soda in ½ cup of very sour milk

### Occidental Fudge Cake

¼ cup fat
1 cup sugar
2 eggs
2 squares bitter chocolate
1¼ cup flour
2½ teaspoonsful baking powder
½ cup milk
1 teaspoonful vanilla

Cream one-half of the sugar with the fat and one-half with the yolks, mix and sift dry ingredients. Add alternately to first mixture with milk. Fold in the beaten whites and then add the chocolate. Bake in a shallow pan 7x11 inches in a moderate oven for forty minutes. Cover with Reliable frosting and when cold pour over this melted bitter chocolate.

### Prune Cake

1 cup sugar
⅓ cup fat
2 eggs
1½ cup of flour
½ tsp. nutmeg
⅓ tsp. cloves
½ tsp. cinnamon
½ to 2/3 cups sour milk
¼ tsp. salt
1 cup cooked prunes cut into pieces
1 tsp. soda
¾ tsp. baking powder
Bake in a loaf or two layers.

### Angel Sponge Cake

3 eggs
1 cup sugar
½ tsp. baking powder
1⅓ cup flour
½ cup boiling water
1 tsp. flavoring

Beat whites until stiff. Beat yolks, adding a pinch of salt. Add to whites and beat. Add sugar, beating with egg beater. Add boiling water, then flour and lastly baking powder. Add flavoring. Bake in ungreased cake tin, in a hot, then moderate oven for 35 to 45 minutes. When done turn the cake tin upside down between two dishes until cold.

### California Cake

¼ cup fat
½ cup sugar
5 egg yolks
¼ cup milk
⅞ cup flour
1½ tsp. baking powder
1 tsp. orange extract

Cream fat and sugar. Add yolks beaten well and extract. Mix and sift flour and baking powder and add alternately with milk to first mixture.

## SNOWMAN RECIPES FOR FROZEN DESSERTS

### French Ice Cream

2 cups scalded milk
½ cup Snowman sugar
2 eggs
2 teaspoons vanilla

Beat eggs, add sugar, then pour over the scalded milk. Cool, add flavoring and freeze. Use three parts finely crushed ice to one part rock salt.

### Philadelphia Ice Cream

4 cups thin cream
1 cup Snowman sugar
1 tablespoon vanilla

Scald cream, add sugar and set aside to cool. Add vanilla and freeze, using three parts finely crushed ice to one part rock salt.

For bisque ice cream add 1½ cups of macaroon crumbs before freezing.

### Water Ice

4 cups of water
2 cups of Snowman sugar
2 cups fruit juice
1 lemon, juice and grated rind

Boil the sugar and water about ten minutes after boiling begins. Chill, add fruit juice (or crushed fruit and juice) and the lemon. Freeze, using three parts of finely crushed ice and one part rock salt. After freezing allow to stand packed in ice at least two hours before serving.

### Sherbet

Proceed as for water ice. When the mixture is not more than one-half frozen, add the well beaten whites of two eggs. Then finish freezing and allow to stand two hours.

### Lady Baltimore Cake

½ cup shortening
1⅓ cups Snowman sugar
2 cups flour sifted with
2 tspns. baking powder
3 eggs
½ cup milk
1 tsp. each vanilla and lemon extract

Cream shortening until it may be beaten with a spoon, add sugar gradually. Separate whites and yolks of eggs. Beat yolks till thick, add to creamed butter and sugar, then add flour and liquid alternately, fold in well-beaten egg whites and flavoring. Bake in moderate oven.

Filling
1½ cups Snowman sugar
Whites of 2 eggs
½ cup of hot water

Add hot water to sugar. Do not stir. Cover until boiling point is reached, remove cover, cook syrup till it forms a soft ball when spoonful is dropped in cold water. Pour on well beaten egg whites, beat until stiff, flavor just before ready to spread between layers, and add

1 cup chopped nuts
1 cup seeded raisins chopped
6 or 8 candied cherries

### Plain Cake

Take 2 cups of sifted flour, sift, again with 2 teaspoons of baking powder. Beat two eggs until very light, add gradually 1 cup of Snowman sugar, beating with the egg beater. Add dry ingredients alternately with ½ cup of cold water or milk. Mix until batter is smooth and add ⅓ cup melted shortening and a teaspoon each of lemon and vanilla. Bake in two layers in moderate oven.

### Quick Icing

Put ½ cup of Snowman sugar, tablespoons of cold water and 1 white of egg into upper part of double boiler. Set over boiling water and beat with a rotary egg beater seven minutes. Remove from fire, pour into a bowl and beat until thick enough to spread. Add ½ teaspoonful of lemon flavoring.

### Cream Filling

Put 1 cup of milk in upper part of double boiler, set over hot water to scald. Mix ½ cup of Snowman sugar with ⅓ cup of flour until well blended. Add to hot milk stirring constantly until thick. Pour over 1 beaten egg, cook five minutes. Chill, add 1 teaspoon of vanilla and spread between layers of cake.

## SNOWMAN SUGAR RECIPES

### Orange Marmalade

Take 4 oranges and 1 lemon. Wipe the fruit with a damp cloth; cut in quarters, then cut each quarter into very thin slices, cutting through the pulp and rind. Discard all seeds.

Measure the fruit and allow 1 cup of cold water for each cup of fruit. Cover kettle and let stand twenty-four hours, then slowly bring to the boiling point and cook until the peel is tender. Let stand another twenty-four hours, then measure and allow equal quantities of fruit and Snowman sugar. Set over a low fire and cook until mixture thickens, when a spoonful is placed on a cold dish. Stir occasionally to avoid burning and watch closely so that the marmalade will not cook too long. Pour into sterilized jelly glasses, cool, then cover top with melted wax.

## WESTERN SCHOOL NEWS

The Napa papers recently published an attractive picture of Estelle De Ford, the county librarian. The supervisors have arranged fine new quarters for the county library, and Miss De Ford is giving splendid service to the Napa county schools. There are 9000 volumes in the library, twenty county branches and forty rural schools served.

Miss Clara B. Dills, county librarian of Solano county, is on her way to the Orient, where she will spend a few months in recovering her health.

Hon. Milton J. Ferguson of the State Library is president of the Rotary Club of Sacramento for 1922.

The third edition of Fairbanks' "California" has been issued. It is a splendid book for fifth grade pupils and for supplementary work in upper grades.

Supt. Oliver Hartzell, San Rafael, presided at the last California Schoolmasters' Club, Saturday evening, January 7. Ex-Congressman Kent, Dr. Rastall and Tully Knowles were the speakers. Tully Knowles gave a vivid picture of the conference at Washington, D. C. Superintendent Hartzel presided in a most excellent manner.

Dr. Oliver P. Jenkins of Stanford University has written a most wonderful book entitled "Our Interesting Neighbors." It is published by P. Blakiston's Son & Company, Philadelphia, and will be ready for distribution February 1, 1922. It will be fine for fifth and sixth grade children.

The Harr Wagner Publishing Company has many attractive books in process of manufacture for 1922. The Autobiography of a Tame Coyote, by Madge Morris Wagner, price 80 cents; Wawona, by Ella Sterling Mighels, an Indian Story of the Northwest, price $1.25; Echoes of the Past, Poems, by "Howard Glyndon," Laura C. R. Searing, $2.00, are ready for distribution. A California School Atlas, 24 maps, ready June 1st; California Wild Flowers, ready April 1st, by Katherine Chandler; Legendary Heroes of Ireland, by Harold Hughes of Fresno, ready June 1st; Topical History of California, ready June 1st; Ants and Their Garden Friends, by J. D. Simpkins of San Diego, ready June 1st; Problems in Arithmetic, for sixth, seventh and eighth grades, by Margaret Campbell of University of California, Southern Branch, ready March 1st, 1922.

Friends and admirers of A. J. Ludden, for several years principal of the Kern County Union High School in Bakersfield, California, were shocked and grieved to hear of his death on Tuesday, January 3, 1922. Mr. Ludden died following an automobile accident which occurred on New Year's Day. Mr. Ludden will be missed by a wide circle of friends and by all those interested in the advancement of education. He had been principal of the Kern County Union High School for a number of years and had instituted many progressive educational movements in the school where he was much beloved.

The Sacramento High School issues a fine publication entitled "The X-Ray—The Paper That Is Different."

## THE BUDGET SYSTEM FOR HOME AND SCHOOL

No more need the sore-tried housewife of perplexed school teacher fret over the mysterious dissipation of the monthly financial allowance.

Through the issuance of two newly compiled budget books—for the Business Woman, and the other for the Housewife—the Women's Banking Department of the Bank of Italy points the way to an assured control of expenditures, and a systematic check against unwarranted pulls on the purse string.

Both of the books are based on California conditions and are unique in that they treat the subject from a local aspect. The Business Woman's Budget is designed primarily for the wage earner, whether living at home or entirely self-supporting. Although complete in the segregation of items under their various classifications, the book is in no way complicated and permits the maximum of results with a minimum of accounting. Suggestions for the operation of a personal budget are given in the introductory pages, and several specimen budgets are worked out in details for incomes of varying amounts. It is the bank's intention in distributing these books to supply a real aid, especially to the younger women who are working for modest salaries and find difficulty in the proper direction of their expenditures.

The housewife's Budget Guide has been prepared for use in the home. It is applicable to families of any size and incomes either large or small. The book seeks to help the young bride make the right start, or give the experienced home-maker a new aid in the management of her affairs.

The books are distributed free of charge through the Women's Banking Department.

## SPENDING LESS THAN ONE EARNS

By James Rolph, Jr.,
Mayor of San Francisco

Our San Francisco mayor wrote the best article on Thrift sent out by the United States Treasury Department:

"Thrift—the spending of less than one earns, the putting aside each week of as much as can be spared from one's income—is a basic element in the career of every man or woman who has, by his or her own efforts, attained success in life.

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A second book for Americanization classes, continuing the work begun in O'Toole's First Series.

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A new book in this unrivalled basal series.

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Book I in this series is now ready.

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OUR THIRTY VISITING INSTRUCTIONS cover the entire United States, and their services are still free to all schools having Palmer Penmanship adoptions.
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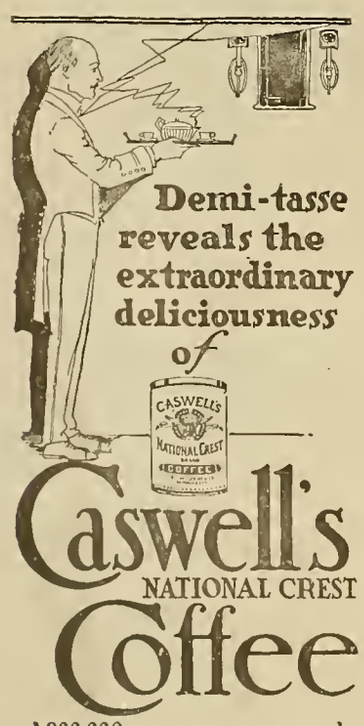



## CALIFORNIA FEDERATION OF SCHOOL WOMEN'S CLUBS

The California Federation of School Women's Clubs was organized in San Jose on December 28, 1908, the call for a meeting having been issued by Miss Agnes Howe, then of the State Normal School faculty but later County Superintendent of schools for Santa Clara County. Eight clubs signified their intention to join such a federation, the purposes of which were declared to be:

1. To promote professional spirit among the school women of the state.
2. To furnish a medium for co-operation and information in order that united effort may be obtained when desirable.
3. To promote acquaintance and fellowship; to encourage democracy of air and feeling, and in all things to uplift the cause of education and educational workers.

With this statement of purpose the Federation has taken an important part in school affairs in this state. At the next session of the California Teachers' Association, Dr. Jessica Piexotto was elected one of the directors of the association and three women were chosen on the Council of Education and each year since the women teachers have had representatives in both bodies.

The annual meetings of the Federation have been held in San Francisco, Berkeley, San Jose, Stockton, Oakland, Sacramento and Fresno.

The Federation asked for and was granted a place on the program of the C. T. A. in 1913 and for several years the Federation afternoon was an attractive feature, but a combination of "flu" and a change in date of the state meeting made this inadvisable and so it was discontinued.

The Federation programs have been enlightening and timely. Among the questions discussed were:

(a) The school as a social center.
(b) Vocational guidance.
(c) Teachers' salaries and pay day.
(d) Teachers' annuity and retirement salary.
(e) Professional relations and obligations of teachers.
(f) The betterment of the condition of women teachers as to salary and tenure.
(g) Medical inspection in schools.
(h) Intelligence tests.
(i) Standardization of janitor service.
(j) What organization has done for school women.
(k) School women's activities in California.
(l) Equal pay for equal work.
(m) Co-operation of home and school.
(n) Historic landmarks.
(o) Americanization and illiteracy.

During the world war all the clubs in the Federation reported work along patriotic lines with the Red Cross and Junior Red Cross and much of this work continues at this date.

The Federation has a legislative committee each year whose duties are to consider carefully all bills of interest to us professionally that are brought before the Legislature and report on the same. This committee has been active and largely instrumental in advancing educational measures.

At the meeting of the Executive Board of the Federation in San Francisco, November 12, 1921, the Teachers' Annuity Bill was discussed at length and the work done with the State Legislature last year in an effort to increase the sum paid was reviewed. The Executive Board requests that all clubs read the law, study its weak points and its strong points. How can the bill be strengthened so the out-go will not be so great in every way and so the income will admit of a larger annuity.

(a) As to the teachers' contribution.
(b) As to state aid.

All clubs are asked to study the Towner-Sterling bill now before Congress. This bill provides for a Secretary of Education who shall be a member of the Cabinet and has been the cause of much discussion. Teachers should study it from every angle.

The spring meeting of the Federation will be held in San Jose during Blossom Week, when the entire valley is at its loveliest and should attract a large number of visitors. There will be a business meeting in the morning and a luncheon followed by a program, and then a ride through the orchards with their millions of blossoming trees. Full details and exact date will be announced later.

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The Kate Kennedy Club of San Francisco held a notable luncheon at the Palace Hotel on Saturday, January 14, in honor of Dr. A. A. D'Ancona, the retiring member of the Board of Education. Miss Genevieve Carroll presided in a most charming manner, and the speeches of Dr. D'Ancona, Judge Langdon, Mrs. Sanborn, Miss Power, Mr. Murphy and Superintendent Roncovieri were, from the standpoint of wit, vigor and snap, rarely equalled. Superintendent Roncovieri in his speech sprung a surprise in appointing Dr. D'Ancona a deputy superintendent of schools. The announcement was received by every one with deep appreciation for Dr. Ancona's services and sincere congratulations for his promotion. Superintendent Roncovieri certainly made an adroit, temperatamental and sensible speech.

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| Assets | $ 71,851,299.62 |
| Deposits | 68,201,299.62 |
| Capital Actually Paid Up | 1,000,000.00 |
| Reserve and Contingent Funds | 2,650,000.00 |
| Employees' Pension Fund | 371,753.46 |

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## SCHOOL CHILDREN'S EYES

By R. C. Bitterman

Secretary California Optical Co., Oakland

Dr. Thomas D. Wood of Columbia University, prominent in educational circles and chairman of the joint committee on health problems in education of the National Council of the National Education Association and the A. M. A., gave some very illuminating facts concerning the great need for care of the eyesight of school children.

"It seems to me," said Dr. Wood, "that our humanistic problems today present themselves in increasing numbers in our complex civilization, as problems requiring solution in the field of what we are to do for efficiency, for success, if we test these different programs by the criteria of good business.

The eyes are the windows of the brain, and the eyes make up the most important channel through which the human brain and the mind get its material for fabrication.

The consideration of the eyes involves not only the question of the quantitative capacity of the human eye for receiving impressions, but it involves the vital problem of how accurate the information is which the mind, the brain, receives through the eye. Inaccurate information is more serious than decreasing quantity.

Education involves in a general way, first, the abundance of instruction, that the information which comes to the child's mind shall be stimulating, interesting and adjusted approximately for that child. In the second place, the eye must have not only an abundance of things to see, but the eyes must see them accurately. Accuracy of vision has a vital relationship to integrity or obliquity, not only in the field of vision but in the moral field.

This problem of the conservation of vision involves three aspects; first, the eyes of the children; second, the character of the materials which they see with their eyes; and third, the conditions of light illuminating under which they use their eyes.

What about the twenty-four million of school children in the United States in the elementary and high schools? We have confidence that of those who have not been examined, from 25 to 40 per cent have errors of vision that should receive attention, should be corrected.

We need to awaken the people, in a democracy like ours, to an appreciation of the value and importance of the eyes of their children, because the mass of the parents of this land have little appreciation of the facts."

Then we find in Secretary Hoover's report of his "Industrial Waste Investigation" that a large tire manufacturer found that over 25 per cent of their inspectors couldn't see well enough to do their work.

One of the world's largest typewriter factories found that 58 per cent of their workers actually needed corrective glasses. Secretary Hoover's commission of engineers reported an annual industrial waste of 930 millions of dollars—an appallingly large part of which was due to bad eyes.

Taking into consideration the reports of these two eminent authorities it is obvious that if our future generations shall be efficient, potent factors for productive citizenship in this nation, our authorities had better give some attention to the importance of the conservation of sight.

Every child who evidently does not see well and every child who is cross-eyed should be examined at three or four years of age. Every child is entitled to an examination of the eyes before beginning school work, no matter what the age. The vision should be tested every year, whether glasses are worn or not, in order to discover any defects that may be developing or any increase in defects known to exist.

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(PEDRO J. LEMOS, Stanford University, Editor)

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## BEHIND THE SWINGING DOOR

It seems that all current discussions of things orthopedic, astronomic, gastronomic or educational begin somehow with a reference to the World War.

Naturally, for a world at war is a world in distress; and a world in distress is a thinking world; and a thinking world is a world that progresses.

Wrong thinking brought on the great tragedy, which in turn is resulting in right thinking. Right thinking will give us a New Education, and the new education will give us the New Democracy.

This new education will be a simple process; for it will have a simple purpose: the thinking of all these millions of children, and recognizing that "all men are created unequal", educating them so that they shall become more and more unequal—unequal in capacity to perform social service, unequal in capacity to receive social benefits.

The degree of its simplicity must be inversely proportional to the complexity of the crisis through which we have passed—or are passing. We are going to do the only thing that man has ever done in the perplexities of crisis—go back to the simple and the unpretentious, back to the elemental, back to the narrow path, back to the doing of things that really are important, fundamental, rational.

We are going back to the Three "R's"!

We shall teach Reading, for to read is to take one's place in the Brain of the World! But not the old reading of the primer and its succeeding grade books; not tales of the fanciful and the impossible; not stories of Ginger Bread Boys, human bearing dragon's teeth, and other absurdities of that most benighted of all caverns—the modern school room.

What will these future citizens of the New Democracy read?

They will read the ten thousand beautiful stories of things that are so. Saturn's rings, the people of spider land, the unmysterious mysteries of chemistry, why the ostrich never puts his head in the sand, how the East came West and circled the globe, the battle of the body's defenders against the hordes of germ warriors, how potatoes grow, are typical of the inexhaustible—yet unwritten—library into which they will delve.

And they will read, not to entertain others with the rendition of that which they, themselves, do not understand, but to establish an acquaintanceship with the world in which they are to live—the world of beans, steam laundries, butterflies, rain storms, summer vacations, pipe organs, shoestrings, and immortal souls.

But the establishment of the acquaintanceship is a minor consideration. We want not merely that the child shall look into the Brain of the World; we want him to take his place there—there by right of his ability to read understandingly, and habitually.

Also, we shall teach Writing, for to write is to make every finger a tongue that speaks through time and distance. And, as with Reading, not the old Writing of copy books and grammatical forms.

What will they write, these future citizens of the New Democracy?

They will write out of the fullness of their understanding with the enthusiasm of him who has something to say—not mechanically, but intellectually.

Then we shall teach Arithmetic, for to figure is to bridge the ocean, and spread wings with which to mount the sky. Not the old Arithmetic of endless cross multiplications and impossible square circles.

What will they figure, these citizens of the New Democracy?

They will figure grocery bills, electricity charges, trips to Chicago, new houses, dresses, making sewing machine — figure "from the known to the unknown", not from the unknown to the known.

These are the superstructure of the Temple; and we shall therefore teach physical training, for to be physically fit is to make adamantine the foundation of the dome above! Not that the foundation is itself of any value, but that the dome must arch upward toward the stars!

Then we shall teach Music, for there must be music within the Temple.

And we shall teach Art, for the walls of the Temple must be adorned.

The Temple is complete! And in it man will commune with the Great spirit of the Eternal and the Infinite.

And having communed, he will go forth to his work, and master those tools: Chemistry, Botany, Dentistry, Mechanics, Dietatics, Spanish, Political Science, Accounting, and their innumerable host of cutting edges and prying levers.

So this is the New Course of Study, ranged in the order of its importance: (1) Physical Training, (2) Reading, (3) Arithmetic, (4) Writing, (5) Art Appreciation, and (6) Music. This is the curriculum that will right soon displace that "Mulligan" of more than twenty ingredients that we are now passing out in five meals per week to the indigestive intellectual stomach of our hungry Five Thousand!

What of hygiene, physiology, history, geography, nature study, bookkeeping, civics, manners, citizenship, sanitation, fire prevention, word analysis, spelling, mechanical drawing, general science, etc., etc., etc.?

They must be merged into the subjects from which they were originally extracted. A properly selected reading course will eliminate most of them. The acquisition of the ability to truly read will comprehend them all. No, not mechanical reading as it now curses our national life, but a reading that is thorough, studious, detailed, searching, dictionary-aided — a process truly thought-getting.

What of manual training and domestic science? Let manual training be eliminated, and domestic science be extended.

Manual training is the most impractical of all the "fads and fancies". It has not a leg to stand on. It has no application to modern life, which is enough to condemn it. It takes long periods of time, to the hindrance of all other subjects. It has no financial value. And, after all, it is not manual training; for the training of the hands to manipulate the scroll saw, rub sand-paper over the rough surfaces of boards, and splash varnish over unoffending walls and pieces of furniture (?) can not possibly add any skill, or tendency to the acquisition of skill, to future manual operations in driving street cars, polishing shoes, carving beef, driving nails, plowing fields, or any other of the processes of manual labor. Even the woodworking crafts, both carpenters and machine men, ridicule it as one of the follies of modern education.

"But what of the 'motor minded'"? some one will say.

We are thinking, now, in terms of elementary education. Elementary education is a fundamental thing. It deals in the instruction of the youth of our land in those things which are indispensible, those things which are necessary to the motor minded as well as to his more intellectually inclined fellow being. If the motor minded is slower, that, of itself, is proof that he should have more time, with better equipment, and under more highly trained and capable instructors than does his fellow of keener mentality.

Manual training, technical training, and mechanical training have their place; but that place is not in the elementary school, not even in the high school—but in trade schools.

Domestic science should be extended to the needs of both boys and girls; for just as the home has those problems which are peculiar to the mother, so it has problems for which the prospective father should be trained.

But this line of work must be ousted from the regular school day, which will be crowded by a proper instruction in the six fundamentals. Let domestic science, for both boys and girls, be put into that period from eight to nine, or into that time between the present dismissal time and five o'clock—or, better still, on Saturday morning. If it is worth while at all, it is deserving of a definite and adequate allotment of time.

As there are those things which are essential to the course of study, so there are those things which are essential to the teaching of that course of study. The longer school day is one of the chief of these. School plants are too little used. There is not a sufficient return on the taxpayer's money. There is not a proper regard for the educational rights of the child. Europe has long ago come to the lengthened school session. We are face to face with the change, both to the longer school day, and to the longer school week, than the one dictated by a reluctant frontier life which needed John and Mary to chop wood and do the washing.

There are several other things necessary to the proper teaching of these essentials:

We must be guided by the principle that the world is not suffering from a lack of knowledge, but from a poverty of habits. The race possesses enough scientific knowledge to carry it through the problems and trials of a thousand years; but its instincts, acquired from the pains and sufferings of the old days, are inadequate to the conduct of the new. So we must teach for the formation of habits, not for the acquisition of knowledge.

Physical training must result in the habit of being well.

Instruction in reading must result in the imparting of the habit of getting thought from the printed page.

Arithmetic studies must result in the habit of reducing life's activities to an efficient scheme of relationships.

Writing must result in the habit of recording thought for the purpose of communication with other people and other times.

The appreciation of art must extend into life as a habit of seeing the values of things and persons.

Music must become the habit of enjoying sounds as expressions of meaning, both subjectively and objectively.

In short, the knowledge of the past must be habituated into the better, happier, higher, nobler life of the future!

Knowledge on tombstones, on the walls of the cave-men's dens, inscribed on buried plated of bronze, immortalized by word of mouth, or writ on the page of history—it has no value until made to live again in the habits of men.

Then, too, we must have textbooks that are scientific, vital, stimulating, and calculated to do more than interest the child. They must be safe to take their places in the very fiber of his being. They must inspire as well as inform. But this part of our problem is being rapidly solved, thanks to the efforts of that new school of textbook writers which has the vision of books that shall lead through knowledge to the habit of acquiring knowledge.

We must have a practical dictionary for every child. The having of the dictionary is merely incidental to its being worn out at the end of each year.

And there will be a departure from the recitational method of school. Recitations must give place to individual conferences. We have gone far enough, too far, with the "lock step" method of socializing the very souls of the children into monotonous uniformity and tragic passivity.

Perhaps the teacher's desk of the near future will be in a private office to the rear of the room, separated from the students by a glass partition and a door swinging on well-worn hinges. And perhaps that class may not be limited to twenty or thirty, as some of our "locksteparians" insist, but may exceed the half hundred mark, at least in the grades above the fourth.

And, with all these other changes, why not arrange it so that the children will have a little time for study? With the teacher out of the room, and the recitation reduced to a tenth of its former prestige, might it not be well to arrange for the devotion of the time thereby saved to actual study by the pupils, themselves?

As for the teacher of the future, she will not be a teacher—rather, a directing force. Call her an educator.

Inasmuch as the nerve leading from the eye to the brain is much larger than the one leading to that same organ from the ear, we must have visual instruction by film, exhibit, map, outline, diagram, self-governing schemes of discipline, and endless other devices for allowing the future American citizen to "see" things. Bring the monkeys of Africa, the snows of the Himalaya peaks, the tangled tropical forests of Amazonian valleys, the smokes of Chicago's factories to the school-room for all to behold.

And as we do all these things, let us remember that elementary education is the foundation of all above it. It must be financed as such. Secondary education and college education must stand aside until the common schools are properly reorganized. This state and the whole nation have "gone to seed" on high schools and colleges. Let us now think of our elementary schools.

And why all these changes? Just because the present system is not functioning.

And why all these new things? Not the new. Just the old—brought down out of the attic for the grandchildren to look at on a rainy day: old hats that are good to wear, old pictures that are pretty to look at, old books are are good to read, old violins with tones that gladden.

How do we know it is coming? Not coming! It is here! The classroom teacher is whispering about it; the principals are talking about it behind closed doors; the superintendents are scurrying hither and thither, afraid to take the plunge, yet fearing that some other one will jump in first!

And, meantime, the world is suffering and thinking—suffering, not because it has known too much, but because it has been habituated to the doing of too little.

So it is trying to disarm the body. But it cannot disarm the body until it has armed the mind!

But the future is bright; for while the world is suffering, it is also thinking.

A. W. RAY,
Superintendent of Schools, Tulare, Cal.

---

Miss Clarissa Scott, the teacher of the Salada school, San Mateo county, is having all the benefits of Amendment 16. She does not belong to the neglected rural school teacher, with meager lunch, poor boarding place and a walk along muddy lanes, or through snow to her school. No, Miss Scott has a fine apartment in San Francisco and drives back and forward to school in an attractive coupe, and seems to enjoy the ride and the ocean air, and the boulevard lined with California's wonderful wild flowers.

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## ADMISSION RULES TIGHTENED UP FOR OUTSIDE TEACHERS

Sacramento, January 17.—Because of the influx of teachers into California from other states, the State Board of Education has decided to "tighten up" its regulations with regard to qualification requirements in the certification of teachers for the elementary grades, it was announced here today by Will C. Wood, State Superintendent if Public Instruction. He explained that in the future it will be the policy of the Board of Education to deny certification in the case of any and all elementary school teachers who cannot show the completion of six units of work in a California teachers' college, or in one of the universities of the state, including a course in the California school system and school law. The effect of the regulation will be to give teachers trained in California an advantage over outsiders, although Wood stated that the extra work required might be completed at a summer session of the colleges.

Last year, according to the school authorities, there was a big influx of teachers from other states, which is attributed to the wages offered and climatic conditions, and again this year the board is being virtually swamped, it is said, with inquiries regarding the process of certification from teachers who have gained their entire training outside of California.

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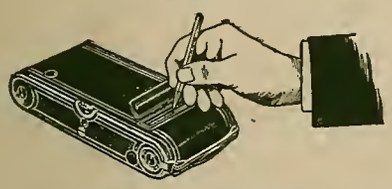

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THE
# WESTERN JOURNAL of EDUCATION

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OF

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36 cash prize awards will be made to domestic science students and their teachers in the public and private elementary and high schools in San Francisco, Oakland, Berkeley and Alameda.

Here is a chance to get your pupils more interested in the important subject of beet sugar. Urge all of them to join in this movement—give special demonstrations of beet sugar—get students to experiment with beet sugar at home—help somebody in your classes to win. It's lots of fun for everybody. Teachers of winners of first prize will also receive a prize.

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Tear out this page and read to your class and keep for reference. The contest will continue during February and March—but start your pupils to work at once.

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Contest is open to pupils in domestic science classes of both public and private elementary and high schools in San Francisco, Oakland, Berkeley and Alameda.

Contest starts February 1st. Closes March 31st. All compositions must be mailed before midnight of latter date to Union Sugar Co., Balfour Bldg., San Francisco, or Alameda Sugar Co., Balfour Bldg., San Francisco.

Composition is limited to 200 words, written one side of paper only, with name, school, grade or year and home address written at top of page. Papers will be marked according to grade of pupils, giving due advantage to those in lower grades.

Judges will be Mr. Harr Wagner, publisher Western Journal of Education; Mr. James Barr, publisher Sierra Educational News, and Maude I. Murchie, State Supervisor Teacher Training Courses in Home Economics.

Prizes will be awarded as follows:

$15 first prize for best essay from San Francisco Schools.
$15 first prize for best essay from Oakland Schools.
$15 first prize for best essay from Berkeley Schools.
$15 first prize for best essay from Alameda Schools.
$10 second prize for best essay from San Francisco Schools.
$10 second prize for best essay from Oakland Schools.
$10 second prize for best essay from Berkeley Schools.
$10 second prize for best essay from Alameda Schools.
$5 third prize for best essay from San Francisco Schools.
$5 third prize for best essay from Oakland Schools.
$5 third prize for best essay from Berkeley Schools.
$5 third prize for best essay from Alameda Schools.

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$15 extra prize for teacher of pupil who wins first prize in Berk'y.
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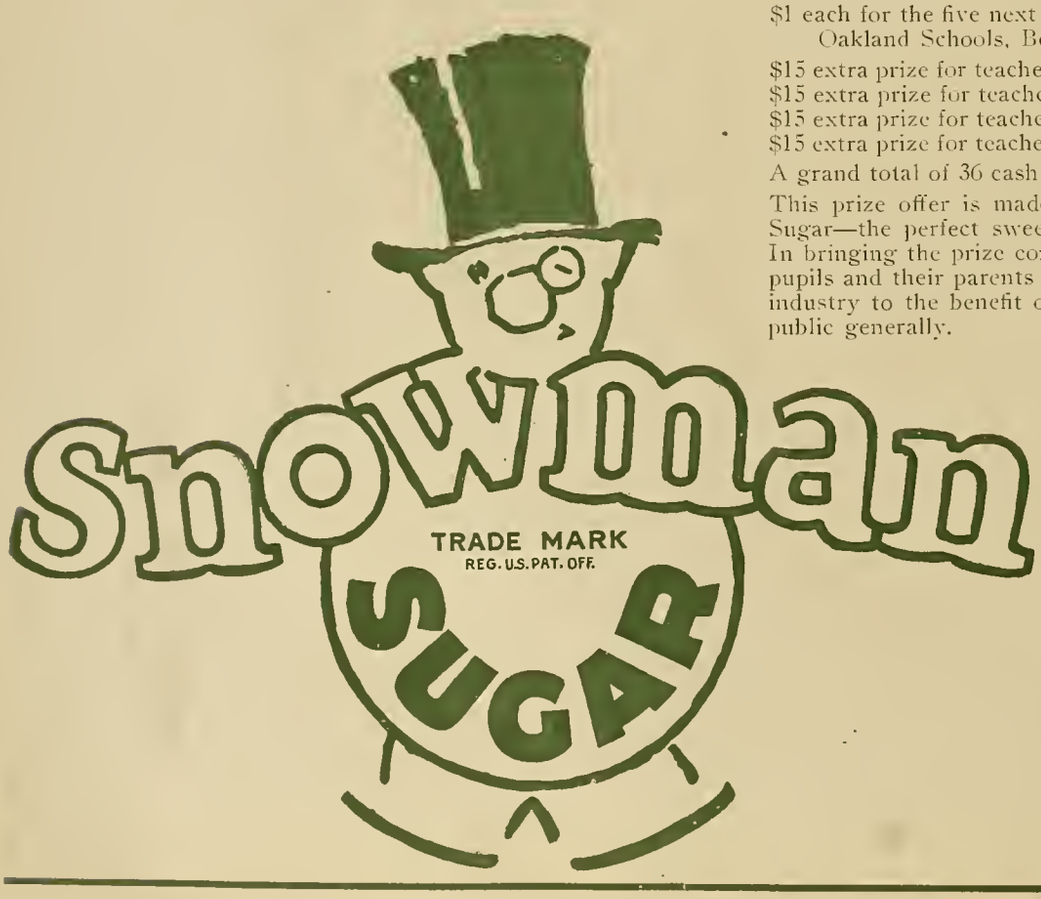


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Vol. XXVIII, No. 2 SAN FRANCISCO, FEBRUARY, 1922 Price 15 Cents

MEETINGS

Bay Section the California Teachers' Association; Elizabeth Arlett, President, Oakland, Cal.; F. H. Boren, Secretary, Oakland, Cal.

Northern California Teachers' Association; Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association. George C. Bush, President, Pasadena; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

**The Western Journal of Education**

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OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

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## ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JANUARY 9-14, 1922

The State Board of Education met in regular quarterly session in Sacramento, January 9-14, 1922.

Superintendent Wood called attention to a conferenec on illiteracy which will be called by Mrs. Cora Wilson Stewart of the Illiteracy Commission of the N. E. A., to be held in San Francisco at Hotel St. Francis, February 3 and 4, 1922. Mrs. Ray and Dr. Stone were authorized to represent the board at this conference.

Superintendent Wood called attention to an offer from E. B. Lefferts, manager of the Department of Public Safety, Automobile Club of Southern California, to co-operate with the State Department of Education in the preparation of a bulletin on safety, fire prevention and health suggestions. Superintendent Wood suggested that the subjects of thrift, fire prevention, first aid and safety first could all be included as a part of a course of study in civics, but that a bulletin should be printed on how they should be taught.

Mr. Glenn H. Woods, director of music in the Oakland public schools, was granted a leave of absence by the Oakland Board of Education for a brief period for service with the State Department of Education, to investigate the status of music in the public schools of California.

Dr. E. R. Snyder, commissioner of vocational education, was authorized to attend the annual convention of the National Vocational Guidance Association in Chicago, February 23-25, 1922.

Dr. Margaret S. McNaught, commissioner of elementary schools, outlined plans, which included recommendations for expert assistance, for carrying out the request embodied in the resolutions adopted at the superintendents' convention for a suggestive course of study for the elementary schools of California. Mr. A. C. Olney, commissioner of secondary schools, also suggested the need of expert assistance in working out a course of study for junior colleges and for commercial courses of study. These matters were referred to the cabinet for later report.

### The Value of Education

**Each day spent in high school is worth $25.00 to each pupil, each day spent in college $55.55. This is more than the average boy or girl can earn by leaving school and going to work.**

**Only one in a hundred of our people is a college graduate, yet 36 per cent of every 100 congressmen have been college graduates, while 50 per cent of our Presidents, 54 per cent of our Vice-Presidents, 69 per cent of our Supreme Court judges and 87 per cent of our attorney-generals have had college degrees.**

**There is a book called "Who's Who in America.' This book contains the names of those persons who are well known because of their good works. The person who cannot read and write has one chance in 150,000 to get his name into this book; the grammar school graduate one in 4250; the high school graduate one in 1600; the college graduate one in 180; the honor student in college one in three.**

**Does education pay? IT DOES.**

From Department of Psychology and Educational Research, Los Angeles city schools.

Commissioner McNaught was instructed to take up the matter of special courses in geography in the summer schools.

Requests for the establishment of junior high schools under the new law at Fullerton and Santa Ana were granted.

Dr. C. H. Marvin, chairman of the committee on curricula and degrees for State Teachers' Colleges, presented the preliminary report of the committee. The report was discussed and suggestions offered by the board and the cabinet.

The textbook committee reported that the contract with Silver-Burdett & Company for the first four years for the Progressive Music Series, Books One, Two and Three, would soon expire. The proposal of Silver-Burdett & Company for the enlarged edition of 1921 for the Progressive Music Series, Books One, Two and Three, for a period of four years from and after July 1, 1922, was accepted.

The textbook committee reported that it had no further recommendations to offer regarding the adoption of geography readers for the fourth, fifth and sixth grades. The board decided to extend an invitation to the executive committee of the superintendents to meet with the board at the March meeting to discuss the textbook situation.

Commissioner McNaught, in consultation with the cabinet, was authorized to appoint an advisory committee in connection with the suggestive state course of study for the elementary schools.

The following resolution was adopted:

"Resolved, That after March 15, 1922, applications for the general elementary credential will not be accepted until the applicants have had at least six semester hours of work in a teacher training institution of California, including a course in the California school system."

The following resolution was adopted:

"Resolved, That after February 1, 1922, cases of applicants for credentials which have been denied may not be reopened within six months of such denial."

The contract with Silver-Burdett & Company for the fourth and fifth readers of the Progressive Road to Reading was renewed for four years.

Mrs. Ray was authorized to represent the board at the conference to be called by Mrs. L. Cheney in Berkeley on February 17 and 18, 1922, on the subject of teacher placement bureaus.

The date for the next quarterly meeting of the State Board of Education was fixed for March 27, 1922.

The board voted to hold the joint annual conference with the presidents of the State Teachers' Colleges on April 3 and 4, the meeting to be held at Chico State Teachers' College.

**Retirement Salary Business**

Retirement salaries were granted as follows:

Five Hundred Dollars Per Annum:

Cooke, Minnie F., Sonoma.
Derham, Theresa E., San Francisco.
Doherty, Mrs. Jessie S., Stockton.
Fitzgerald, R. J., San Francisco.
Sullivan, Mary C., Los Banos.
Townes, Euphemia V., San Francisco.
Edward M. Hollingsworth, Berkeley.

Under Section 14 of the Law:

Mrs. Ida M. H. Olsen, Weimer.
John Overholser, Lakeport.
Mabel Ann Richardson, Los Angeles.
James J. Schmit, Berkeley.
Mrs. Josephine M. Wakeley, Los Angeles.
Mrs. Carrie S. Rea, San Luis Obispo.
Arthur T. Merrill, Glendale.

Refunds of erroneous salary deductions, amounting to $84.10, were granted.

The board adjourned to meet in regular session in Sacramento March 27, 1922.

Respectfully submitted,

WILL C. WOOD, Executive Secy.

# "NOW"

By James M. Malloch

The king is dead! Long live the king! It is not so with Viscount Bryce. Men of the political ability and sympathttic scholarship of a James Bryce are not made by the decree of councils nor the regulations of empire. "Great men stand like solitary towers in the City of God," wrote Longfellow. James Bryce is dead in his eighty-third year. What an enrichment of the spiritual universe!

---

Sarah Bernhardt says, "The theatre should belong to thinkers, to poets, and, above all, to those playwrights who remain youthful of heart, generous of sentiment, and enthusiastic of ideal." The famous French actress ought to send some of her young friends to California. The University of California has announced an intensive summer session course in dramatics preparatory to the stage. This is a step in the right direction. There are three ways in which the future of the American stage can be safeguarded: (1) select actors and actresses from the best classes, (2) educate them in the best universities, (3) open to them the doors of the best society.

---

The Hon. Will C. Wood, in an address before a recent meeting of the Industrial Relations Association of California, said: "One of the purposes of education is to further harmony between capital and labor." The educational world has its own labor problem to solve. What the workingman wants is exactly what the teacher wants, viz., stability of job. The man who owns the job controls the workman. Industrial harmony will be secured as soon as jobs are insured.

---

"The aim of education is to stimulate men to think," asserts Prof. Stuart Daggett of the University of California. "Detailed training is to be found on the job." The professor is right. No less than ten thousand books are issued every year by the publishing houses of America. This is a staggering fact! It makes thought imperative. A thinker gleans more wisdom out of one book than an intellectual sponge absorbs out of a library. It has been said that Lincoln thought more and read less than any man of his generation.

---

The first question in vocational guidance is this: What kind of an individual do you want to be? Every vocation produces its own type of personality. To the young man just facing the responsibility of self-maintenance, all types may seem dark. The business man seems cold, exact and mercenary; the school teacher, bookish, severe and childish; the preacher, soft, talkative and opinionated; the artist, freakish, temperamental and over-critical. What kind of a personality do you want to develop during the next forty years?

Teachers want to get ahead in their profession. Roosevelt had the secret of success: "I put myself in the way of things and they happened." Attract attention to your ability. This is more important than another summer course in a teacher's college. Do something out of the ordinary. Don't be afraid of criticism. "I would rather be attacked than unnoticed," remarked Dr. Samuel Johnson.

---

An ancient fad has come back—the grim old fad of suicide. Even the school room feels its blighting touch. The newspapers report the death of certain pupils who preferred suicide to the class-room. The boy who takes his own life must have come to regard it as of little value. The best thing a teacher can do for a pupil is to teach him to believe in himself. It may be a great indoor sport for a teacher to make her pupils feel insignificant, but it fastens upon the pupils a sense of failure which may require years in the dear old University of Hard Knocks to remove. Wasted years! Write these words in your note-book:

"I am master of my fate;
I am captain of my soul."

---

The Chicago Board of Education has asked the mothers of that city to assist their daughters in developing "a will to combat evil." There must be some room for improvement in the ethics of American youth. Possibly there is room for improvement in the maternal sisterhood. Women living in large hotels and elsewhere are accustomed to smoke and these women are "just so." It is little wonder that school girls want to imitate them. Should women smoke? No! God made women as nervous as He intended her to be. But there are women in the United States who would fling away for a new sensation all of the protection which has been thrown around them by a thousand years of Christian modesty. The cartoonist knew his business when he drew a picture and gave it the title, "The Good-night Kiss—Cigarettes vs. Cold Cream." Boards of education are going to have a hard time.

---

On Tuesday, August 20, 1914, Dr. Frank Crane wrote: "Our te deum is the roar of artillery, the cries of battle-mad men, and the antiphonal shrieks of women and children." I quote these words lest we forget.

The other evening I sat in the theatre and watched the world roll backward in the Pathe News. It was like a dream to see reproduced in motion pictures the half-forgotten scenes of the old year. The new year is now well under way. What are the motion pictures recording? Let them throw upon the canvas of universal admiration the picture of America striking a blow for peace and humanity while a smile of approval passes over the face of every senator.

## "THE STAR OR EMPIRE"

The question has arisen lately in the California Literature Society regarding the culture and education of the men who crossed the plains and came by sea during the gold rush of 1849. How was it that out of the hordes of lawless first-comers who over-ran the lands of General Sutter, and brought turmoil and destruction with them, that an orderly state of society was organized and instituted with the entrance of the State of California into the Union? Only a few years later?

It was because the men of brains arose and dominated all others. As you shake a sugar-bowl and all the lumps come to the top, so came the men of brains to the surface in those early times to stand for order and constructiveness and protection of family life for the benefit of all. Bret Harte was an artist in his pictures of peculiar groups here and there; but he was not a historian. His sympathies lay with the under-dog mostly. He delighted in portraying the picturesque, the weird, the lawless ones of the social group Hs saw nothing of the great and splendid efforts of the men of brains in that day bringing victory out of defeat, bringing order out of chaos, bringing the mother and the child into the highest. Which requires the flowering of manhood so to do. The people of his world as he saw it, were whimsical, were spineless, were to be pitied; yes, undoubtedly. But in that day arose the finest men on God's earth from amongst these broken ones, whose story is not told, even yet.

It has been my pleasure to know many of these unsung heroes in the mining camps as a child. I grew up amidst them and gained my point of view from them, and to believe that the greatest thing in the world was **"The Word of Honor of a Gentleman."**

As long as I shall live I shall tell of them and their greatness, even though the people of today have lost their sense of the true values of life.

I want to prove to every one that what I say is based on fact, as far as I can reach. I claim that the men who dominated here in early days were men of brains. From amongst my precious papers and files of early days, gathered in my youth to aid me in preparing my "Literary California" and "The Story of the Files of California," I came across, yesterday, a certain magazine issued in 1891, which served a certain remarkable incident. Otherwise lost forever, because of the fire in 1906, which consumed many valuable records of the past. But this one copy of The Golden Era issued at that time in San Diego in 1891, in my possession, is still intact.

In that issue it tells how a certain judge comes into the editor's office to protest against the Indian head piece (which was adopted in 1852), carrying the slogan "Westward the Star of Empire takes its way," when the word "Star" should be "Course," instead. So the editor, Harr Wagner, gives assurance that the judge is mistaken, and gives his reasons, for continuing to carry the words "Star of Empire" at the head of his publication.

As long before as in 1852, the men of California were acquainted with these words of Bishop Berkeley, and this same controversy had arisen, with one faction demanding "Star" and the other "Course of Empire." So heated became the argument one day, in the saloon of Barry and Patton,

which was the resort of the literati in 1853, that a bet was made to determine the matter. Two thousand dollars were put up. O'Brien (afterwards a member of the celebrated firm of Flood, Mackey and O'Brien) held the stake. A newspaper writer by the name of James Floyd was about starting East; he was commissioned to go to London. A collection was taken up to pay his expenses. He went to London, hunted through various museums, and finally found the original manuscript of Bishop Berkeley's poem, and on his return here bore the seal of the Museum that

**"Westward the Star of Empire Takes Its Way"**

is correct, even though in the published version of Bishop Berkeley the other word is used. Thus it was that The Golden Era never changed the reading of the lines to conform to the published works. The large bet was won, and Bishop Berkeley's poem became so well known in California that the university town was named after its author in 1866 by a group of scholars, divines and men of public spirit. The prophecy contained in the poem was the inspiration of those men who sacredly set apart the "College Grounds," as it was then called, **"To the Planting of Arts and Learning in America."**

Thus the centuries are bridged because great minds go in the same channels, the same kind of constructive work from age to age in all civilized life. Had we not had men of brains here in the early days, what would they have cared for Berkeley or his prophecy? How much do our ordinary men of today care for Bishop Berkeley or his prophecy? What group of men today would bet two thousand dollars for or against the words "Star of Empire," in favor of "Course of Empire?" Or send a man to London to seek the original manuscript to prove the fact?

It is delightful to think those men in that saloon and gambling rooms cared to much about the matter.

We do have the list of names of the governors of the early California days, but there were thousands of brilliant, brainy men of great stature who came to the surface in those days to dominate for a brief time, and pass on, leaving no name behind.

It has been my great pleasure to gather some of these names of the early writers, at least, to preserve for time to come. But I mourn over the brave hearts of the mining camps who never have been told of yet, though they helped to found this commonwealth of ours and belonged to these brainy men who took joy in the prophecy of Bishop Berkeley, and held it dear that "Westward the Star of Empire takes its way."

ELLA STERLING MIGHELS,
Secretary and Founder of the California Literature Society in 1913.

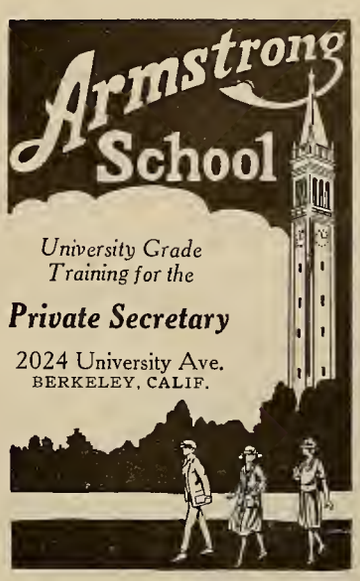
---

### The Convention on Illiteracy

The convention called by Superintendent Will C. Wood at the Fairmont Hotel February 3 and 4 was something different. There was more paprikra in the speeches than usual, and there were enough city and county superintendents present to make the meeting look like the annual convention of city and county superintendents. Mrs. Cora R. Wilson of Kentucky presided; Arthur Chamberlain, secretary. Among the notable speeches that we heard were two of Will C. Wood, one by Fred M. Hunter, one by Julia Coffey of San Francisco, one by Mrs. Lawhead of Woodland, and one by Mrs. W. A. Fitz Gerald of the California Federation of School Women's Clubs. Eleven states were represented, and about 300 delegates were present. Among the well known men and women present were Horace Rebok, Santa Monica; H. B. Wilson, Berkeley; John F. West, Pasadena; Grace Stanley, San Bernardino; Mrs. Reynolds, Ventura; Superintendent Coe, Imperial; W. L. Stephens, Long Beach; Superintendent Chenoweth, Bakersfield; C. E. Teach, Bakersfield; Dan White, Fairfield; Ben Ballard, Sonoma; Roy Good, Mendocino; Roy Cloud, Redwood City; Agnes Howe, Santa Clara; W. Bachrodt, San Jose; Mark Keppel, Los Angeles; C. W. Edwards, Fresno; De Witt Montgomery, Visalia; W. J. Cooper, Fresno; Jerome Cross, Santa Rosa; Mrs. Richmond, Hanford; Mr. Elmore, Modesto; Perle Sanderson, Colusa; Jennie Malaley, Marysville; Cecil Davis, Santa Cruz; Mamie B. Lang, Red Bluff; J. D. Sweeney, Red Bluff; Robert Bird, San Luis Obispo; Carolyn Webb, Sacramento; Ira K. Landis, Riverside; Jas. B. Davidson, San Rafael; D. E. Martin, Oakland; W. E. Faught, Modesto; Percy Davis, San Bernardino; Oliver Hartzell, San Rafael; Paul Stewart, Santa Barbara; A. S. Pope, Santa Barbara; A. J. Cloud, W. H. De Bell, Bertha Roberts, Alice R. Power, Alfred Roncovieri, San Francisco, and many others. Will C. Wood, in outlining the work to be done, gave the following plan:

"Prevention of Illiteracy, Education of the Child—(1) Compulsory attendance law; (2) Certified supervisors of attendance; (3) Emergency schools and teachers; (4) Itinerant teachers; (5) Special classes for the handicapped; (6) Migratory schools; (7) Co-operation with United States Immigration Service for placing recently arrived foreign children in school; (8) Co-operation with state bureau of labor statistics; (9) Co-operation for school attendance with child welfare bodies; (10) Kindergartens.

"Continuation and Adult Education—(1) Part time law, groups for all ages; (2) Ungrade classes for non-English speaking and illiterates; (3) Night schools; (4) Afternoon classes for women; (5) Co-operation

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with industries; (6) Home teachers; (7) Co-operation with health and relief agencies for education of handicapped; (8) Supervision of immigrant education; (9) Manuals for teaching of English.

"Teacher Training—(1) State university courses and teachers' colleges for all branches of illiteracy work; (2) Demonstration schools for observation and practice; (3) Courses in state university summer session leading to certificate for supervisors of attendance."

### Agree on Social Work

In addition to the outlined plan, which will be carried out as nearly as possible, the conference agreed upon various social activities to augment the work, including school nurseries, school clinics, hot school lunches, free transportation, vacation schools, civic centers, vocational placement and scholarships.

## THE DEVELOPMENT OF PENSION PLANS
(Pages 115-157)

The report continues the practice of presenting a summary of recent movements in the development of new pension systems and the progress of pension legislation and literature. An analysis of the discussions of teachers' pensions throughout the country indicates the very slow growth of a critical attitude on the subject result in in proposals for the amendment of existing pension plans and for new plans that are financially unsound. An account of pensions for university teachers presents the development in this country, England, and South Africa, while the tendencies in civil service pensions are illustrated by movements in Minnesota, New Jersey, and other parts of the United States and in New South Wales. The rapid extension of pension plans for ministers is shown by an analysis of the plans and proposals to provide pensions for the clergy of five large denominations. The progressive attitude in the field of industrial pensions is evidenced by an analysis of the sound recommendations of the Merchants' Association of New York and the establishment of sound pension policies by two leading insurance companies. A discussion of the reports of the Joint Special Committee on Pensions of Massachusetts and of the Milwaukee Pension Laws Commission confirms the soundness of the principles advocated for some years by the Carnegie Foundation. A study of the position of the actuary in relation to the devising and establishing of pension plans emphasized the danger of obscuring an otherwise simple problem by the introduction of complexities which may be actuarially soluble but are not essential to plans based on the fundamental principles warranted by a sound social philosophy.

## EDUCATIONAL NOTES

Reporting the Disarmament Conference, H. G. Wells, speaking of the Japanese situation, says: "In the long run what is happening in the schools of Japan is of more importance to mankind than what is happening in her dockyards. At present we do not know what is happening in the schools of Japan." We do know this much. Japan is adopting American textbooks at an astonishing rate. Keio University of Tokyo, one of the largest in Japan, has just decided on Robinson, Breasted and Smith's "General History of Europe" for the first year of the preparatory course, following with Robinson and Beard's "History of Europe: Our Own Times" (Ginn). Japan is pressing forward with the education of its common people.

The newest Year Book, one long needed, is now in preparation. Doctor Wallace W. Atwood, president of Clark University, and co-author with Alexis Everett Frye, of the Frye-Atwood Geographical Series (Ginn), has the work in hand for an **American Geographical Year Book** to contain up-to-the-minute information on the geography of the Western Heimsphere. Its speedy publication is to be hoped for, since the Year Book will prove of inestimable value to all educators and to the public generally.

## THE CALIFORNIA INDIAN UP TO DATE
Helen Dare

Coming from San Francisco to Washington without a bead or feather, the eight Indian delegates sent by the California Indians to make their appeal before Congress for the fulfillment of the eighteen Lost Treaties of 1851-2, were welcomed with the greeting:

"Well! California certainly should be proud of her Indians if they are as up-to-date as you are!"

This marks, perhaps, the passing of the war whoop and war bonnet, and the acceptance — reluctantly, no doubt, by the small boy—of the tailor made Indian, a more practical if less spectacular figure; for the compliment to their modernity was paid them at a social meeting of the Washington Anthropological Society where a group of the Ponca Indians from Oklahoma appeared in tribal dress of feathers, beads and buckskin, and danced for the entertainment of the guests. Nevertheless, even in the absence of the beads and feathers, the small boy feels he has a right to expect, the eight California Indians get their share of attention on the streets of the capital, excited by their western hats, western swing and coppery skin. They are being snapped every little while for press and movie and always draw a crowd, even of blase easterners.

There is no danger of these Indian delegates being lost to California, for their fidelity—and homesickness—grew with each mile of the lengthening distance. So far—studying the aspect of the country they passed through, Arizona, Texas, Louisiana, Georgia, Alabama, Mississippi, the Carolinas, Virginia, and studying it with the critical eyes of ranchers — they have decided:

"There's nothing looks as good as California to us!"

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# California State Teachers Colleges

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Early registration is advised because of the limited capacity in several of the schools. Registration Fee $10.00.

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WILL C. WOOD, Director of Education

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San Jose has an ideal summer climate, making possible the use of our regular plant with fullest opportunities for library and laboratory facilities and for demonstration classes.

Additional recreational and cultural opportunities are afforded because of our proximity to San Francisco, Berkeley and Stanford University.

Competent corps of instructors offering work in the following departments: Education; the Elementary Curriculum; Educational Psychology; Educational Measurements; Sociology; Drawing; Industrial Arts; Manual Arts; Home Economics; Physiology and Public Health; Americanization Problems and Methods; Problem Project Work.

Write for Summer School Bulletin about April 1. Address President, San Jose State Teachers College, San Jose, California.

## Humboldt
### State Teachers College

ARCATA, CALIFORNIA

JUNE 9 TO JULY 28

Attendance at summer sessions here is always a real pleasure. The college is located on a plateau surrounded by a redwood forest on the east, Humboldt Bay on the south and the ocean on the West. Dormitory accommodation for a limited number.

**Courses** — Pottery, Woodwork, Mechanical Drawing, Drawing I and II, Penmanship, Applied Design, Handwork, Psychology I and II, Philosophy, Arithmetic and Methods, Sociology I and II, Economics, Citizenship, Music I and II, Piano I—limited to ten pupils, Piano II—Individual Oral Expression, Story Telling, Literary Appreciation, Reading and Methods.

## San Diego
### State Teachers College

JUNE 26 TO AUGUST 4

Offers Fifty Courses for Teachers

Primary Education — The Elementary School Curriculum — The Junior High School Organization — Special Subjects, as Music, Fine Arts, etc. — The State Program in Arithmetic and Geography, and the State Course in Physical Education.

Training School Classes for Observation and Demonstration

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For elementary teachers, courses specially selected on the advice of city and county superintendents — well balanced offerings from theoretical, academic and special fields.

For secondary teachers, special courses in Home Economics, Industrial Arts (with special reference to wood, metal, automobile, electricity, etc.), Music, Art and Physical Education.

Nine or ten units may be completed during the session.

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DEAN OF SUMMER SCHOOL, STATE COLLEGE,
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### The Death of Mrs. Helen P. Sanborn

The sudden death of Mrs. Helen P. Sanborn of the San Francisco Board of Education was a shock to the whole community and especially to the educational community. As hostess of the 1915 Exposition, as president of the Travelers' Aid, as member of the Playground Commission, as woman and citizen, she was loved and respected by all who knew her well. She was a gentle woman and, although rich, devoted herself to public service, not as a reformer, but as a performer of kind deeds. The "Commerce Spirit," the publication of the School of Commerce, printed the following in its February issue:

"Helen P. Sanborn

"A feeling of deepest regret and keenest sorrow filled the homes of thousands in San Francisco, when death suddenly claimed Helen P. Sanborn, who had a warm place in the hearts of all San Franciscans.

"Her one and greatest aim in life was to gain for the children and for this she strived unceasingly.

"In woman suffrage, as well as in all other public activities, she showed the keenest interest. During the great war she gave her services whole-heartedly, and her work commended only the greatest praise. But most remarkable of all, regardless of the sacrifice of her personal health, was her tireless struggle for more and better schools.

"She set a remarkable example of true and loyal American citizenship, and holds one of the foremost places as a prominent worker in the history of achievements in San Francisco."

There is a movement on foot to name one of the public school buildings after her in honor of her distinguished services.

### THORNDIKE'S NEW METHODS IN ARITHMETICS

The Rand McNally Company has recently published a series of exercises to go with Thorndike State Series. These exercises will be very useful and helpful. In our announcement in the January issue we printed pupils' edition in second column instead of teachers'. The following are prices:

Thorndike's Exercises
(Pupils' Edition)

| | |
|---|---|
| Number 1 | $0.25 |
| Number 2 | .25 |
| Number 3 | .25 |
| Number 4 | .25 |
| Number 5 | .25 |

Thorndike's Exercises
(Teachers' Edition)

| | |
|---|---|
| Number 1 | $0.30 |
| Number 2 | .30 |
| Number 3 | .30 |
| Number 4 | .30 |
| Number 5 | .30 |

Thorndike's arithmetics constitute a real force in the teaching of arithmetic.

---

Elsie Graves Benedict of California has been doing a wonderful work for the Junior Red Cross in Europe.

In tht last seven months, since she was made assistant director in Europe, Miss Benedict has been organizing Junior Red Cross among children in Poland, Albania, Czecho-Slovakia, Belgium and France. What her work means to the countries themselves is indicated in the fact that the governments have invited her to return. So she goes back again to carry the Junior Red Cross standard a little further among the boys and girls of the old world and make possible a practical demonstration of the motto, "Happy childhood the world over."

The Junior Red Cross of San Francisco gave the people an opportunity to hear her at St. Francis recently.

---

"The Atlantic Book of Modern Plays," collected and edited by Sterling Andrus Leonard, of the University of Wisconsin, has just been published by the Atlantic Monthly Press.

In high schools and colleges throughout the country there is an urgent need for just such a collection as this—short modern plays chosen for their literary and dramatic power.

Community theatres and little theatres all over the country attest the people's growing appreciation of dramatic art, and more high schools, as well as colleges, are introducing the study of modern drama into their curricula. Under these circumstances, "The Atlantic Book of Modern Plays" comes as a peculiarly appropriate offering for those who intend most adequately to satisfy the demands of progressive education.

The price of the school edition is $1.50 postpaid; trade edition, $2.00.

---

### A Teacher of Wide Experience

The teaching profession offers splendid opportunity for study and travel. Here is the brief record of Wm. S. Harris, who has recently come to California and is now a science teacher in the Alhambra High School:

A graduate of Wittenberg College, class of 1899; post graduate work at the University of Chicago, University of Illinois School of Pharmacy, and at the University of Iowa; been superintendent of schools at Hillsboro, Illinois; from 1907 to 1919 instructor of physics in the Philippine Normal School at Manila, P. I.; last year superintendent of schools at DeWitt, Iowa; in 1911 completed a trip around the world, visiting Egypt, Palestine and Europe; in the summer of 1918 visited China, Korea and Japan; in 1919 made the trip to Ohio by automobile and returned last summer to California by automobile, coming via Santa Fe Trail.

---

Education of the public along the lines of appreciation of art and establishment of standards of beauty were urged by A. C. Olney, state commissioner of secondary education, and Frederick Meyer of the California School of Arts and Crafts at a meeting of the California Drawing and Art Teachers' Association at the Fairmont Hotel Saturday, February 4.

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The convention of High School Principals will meet at Pasadena the week of April 10th.

---

The C. T. A., Central Section, will meet at Fresno the week of March 14th.

---

Hon. James Rolph, Jr., mayor of San Francisco, did a graceful thing in appoint-


## An Investment Opportunity

Within a few days, we shall offer for public subscription an attractive issue of First Closed Mortgage Farm Land Bonds carrying 7% interest and secured by highly mproved and well managed acreage located in a fertile farming district in Fresno County.

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A carefully made appraisal shows a conservative value of about $825,000, while the First Mortgage debt is but $400,000, with annual reductions by serial payments. The average annual income from operations is equal to several times sums necessary to pay principal and interest of the obligation.

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ing Frank Harris on the Board of Education. He was nosed out of the Board of Supervisors by the official recount. In addition to that, he is a business man of good qualities and splendid integrity.

## WESTERN SCHOOL NEWS

Will C. Wood, director of education, has purchased the property of the orphanage on Haight and Buchanan streets, San Francisco, for the State Teachers' College. The price fixed was $375,000. This property was originally purchased about 1870 for one hundred dollars.

Superintendent H. B. Wilson of Berkeley is attending the Superintendents' Convention in Chicago. Mr. Wilson is a student of administration and his advice and suggestions are sought by numerous boards of education.

### Superintendent Ben Ballard

Ben Ballard, the efficient and progressive superintendent of Sonoma county, was criticised recently by the grand jury. The attack was inspired by an accountant, who attempted to find fault on mere detail of bookkeeping. Superintendent Ballard, is a recent issue of the Santa Rosa Republican, writes a vigorous reply, and brings out in a masterly manner the big objection in school work.

### What Is Objective?

The people who are quibbling over a few book entries and tearing their hair because the balance in the teachers' fund in some districts in the superintendents' office does not agree with the balance with the teachers' fund of the same district in the auditor's office—that there is seventy dollars too much in one fund and seventy too little in some other fund, and at the same time the same number of dollars to the credit of the same district in the treasurer's office, absolutely forget about the great big objective and constructive purpose of our school administration and the effort that are so earnestly being put forth by all of the trustees, all of the teachers, and all of the deputies in the superintendent's office, and by all other people who are giving their full support to the cause of our public schools. In all this criticism it is not the individual that loses, but the entire school system—the children in the schools are the ones that finally suffer.

### Schools' Greatest Work

I maintain that the work of our public schools is the biggest business in which Sonoma county is engaged; that its dignity of purpose should be supported; that there should be constructive criticism rather than destructive criticism thrown in the way.

Charles Woods, city librarian of San Jose, has arranged a very effective plan for cooperating with the work of the Chamber of Commerce and other civic bodies. At a recent meeting of the Chamber of Commerce, when the speaker of the day took up South America, Mr. Woods had an exhibit of books on the topic and members were allowed to take the books to their homes or offices. A splendid idea, and shows that Mr. Woods is a real service librarian.


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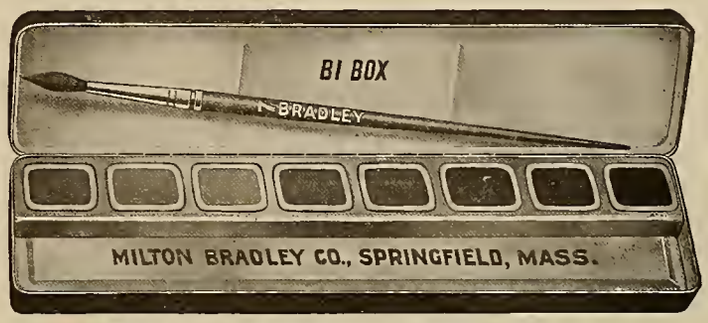


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Constructive English Grammar, by Mathilde Edith Holtz, is an attracive book of two hundred and eighty pages, published by the Century Company, New York. The author in this book has aimed to avoid the Latin plan of grammars. She has written a book for the English language as is.

The first chapter begins with ideas and thoughts; Chapter II, the subject and predicate, and then very carefully the author proceeds to build up a practical knowledge of the form, structure and idea underlying the written and oral expression of the English language.

It is an excellent book and should be in the hands of every progressive teacher. Miss Holtz is an experienced teacher and has taught many years in the Logan school, Minneapolis, Minn. Miss Holtz is also editor of the League Script, an educational magazine.


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## DECIDEDLY REFRESHING

San Mateo, California, pays a teacher or principal $120 extra pay a year for every dependent, up to three, in his home provided they live in the district.

It is a principle that should be universally adopted. There are often teachers with a sister or mother to support and even $120 helps out materially.—N. E. Journal of Education.


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### FLAG RELEASE

Stream bravely out, Oh flag we love,
A beacon for the world to see;
God keep thee floating high above
A land at peace—strong, just and free!
This day, to honor hero-dead,
Beloved flag, rise overhead!
—Alice Richards Hand.

## NEWS NOTES OF NORTHERN COUNTY SCHOOLS

By Ruth Thompson

Community programs are held in the auditorium of the grammar school in Davis, where H. W. Spindler is principal. The Davis school, an $80,000 structure built recently to take the place of the building which burned down, is a large plaster structure and houses 175 children and five teachers this year. Manual training and sewing were placed on the course this year and school gardens are featured. Spindler is also a member of the Yolo County Board of Education.

E. W. Stoddard, principal of the Vacaville High School, reports an increase of enrollment this year. An agriculture course has been added to the curriculum.

Hot lunches are being served in the Vacaville grammar school owing to the efforts of the principal, F. E. Foster, and his corps of teachers. Children can now have something hot at noon for five cents. The Vacaville grammar school, according to Foster, is the first one in Solano county to have consolidated the school districts. Pena, Lagoon, Alamo and Vacaville children are now attending one school. There is a special music teacher, manual training instructor and a school nurse. The building is equipped with hot shower baths. Two auto buses carrying the children who come from a distance to and from school. There are 460 children in attendance.

Eight per cent of the total enrollment of the Dixon Union High School is adult. The adults are taking special day-time work. Boys of the shop work classes with A. W. Gordan, instructor, are building their own shop-work building. It is 32 by 40, has reinforced concrete pillars and the students are making their own bricks. The work will soon be completed. J. W. Douglas is principal of the high school.

Consolidation of districts is the tendency in Tehama county, where Mamie B. Long is county superintendent and Flora D. Eldredge is deputy. The size of the county, the isolation of districts, if not consolidated and the better advantages offered when combined, are the reasons given for the movement. Three districts in Tehama now have union elementary schools and others are being considered.

J. D. Sweeney, head of the Red Bluff city schools, hopes in the near future to have half-year graduation. He states that Principal Hartsell of the Red Bluff High School also favors the plan and both men are working to so adjust the system.

City Superintendent C. H. Camper of Chico and Principal James Ferguson of the high school, with their students, are looking forward to the opening of the new $640,000 high school premises. The building is on a fifty-five acre site which was formerly a portion of the Bidwell estate. The new high school will accommodate 2000 students. New courses, including a six-year agricultural course, will be added to the program. The new building is imposing, handsome, modern in every particular, and has some innovations which will make for better work. One of these latter features includes departments for the display of art, sewing and manual training work. When purchased, the grounds were not in the city limits and it has been found necessary to extend the water system to the new school. The grounds have since been taken in the city. It is expected that classes may begin session in the new building in March.

Mrs. Geraldine Work, formerly Geraldine Graham, has resigned from her duties as librarian for Tehama county library and is making her home in Sacramento. Miss Elizabeth Stephens was appointed in January to fill the vacancy.

Gustavus Schneider, formerly of Berkeley, has been appointed physical and county education director in Butte county, where Irvin Passmore is county superintendent. The new incumbent begins his duties on February 20.

Reducing the number of children under weight from 75 to 25 per cent in three months is the record of Miss Ella Kilgore, Butte county nurse, according to County Superintendent Irvin Passmore. Miss Kilgore prescribed a diet for the children in the outside districts where it was found necessary.

Trustees' convention date in Butte county is February 25. A good program has been arranged for the trustees who will gather in Oroville.

Cohasset Union, Nelson Union and Shasta Union school districts are those which have recently organized in Butte county. A community center is planned for the Shasta Union School.

George W. Blount is principal of the new high school in Durham. Children of that district formerly attended the Oroville High School. There are four teachers and forty students in the new school.

Mrs. Irvin Passmore, deputy county superintendent of the Butte county schools, has organized many parent teacher associations in the county. One of the recent new associations is that in Palermo, where the trustees called the meeting for organization.

The Red Cross nurse is directing the serving of hot soup at noon for the pupils of the Maxwell Union elementary school. Walter G. Forrester is principal of the Maxwell school.

Seven and one-half acres have been chosen for the new high school at Maxwell, according to E. J. Irvin, principal of the high school. The new building will cost $85,000 and should be completed by next September.

The new lumber camps in the mountain near Oroville are given as the reason for the large increase in the attendance in the schools. One hundred children have entered the schools recently and it has been necessary to add two more teachers to the staff. L. A. Trempe, supervising principal, says that a new school has just been completed and that more buildings are being planned.

With the exception of Wheatland, all the high school districts in Yuba county are to be consolidated if the election in March is successful, L. P. Farris, high school principal of Marysville, states. The county residents are enthusiastic and so far many more signatures than the law requires have been secured.

"The population of Marysville has increased by only fifty-nine residents in the last ten years, but the high school is increasing in attendance," Farris said. "We have an increase this year of from 317 students last year to 355 this year; three years ago our enrollment was 224. We find that the increase in attendance is due to the fact that the high school course is so practical now that the school holds the students when formerly they dropped out. The vocational courses are popular in Marysville."

Farris is president of the California Teachers' Association, the northern section, which includes fourteen counties and 2200 teachers. Sessions are held in Sacramento and election was held last October.


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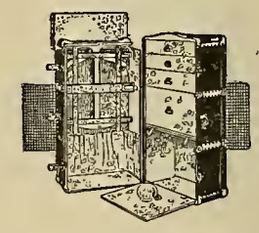

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## A. & J. LEVIN

884 MARKET STREET

638 Market St. 1565 Fillmore St.

A seventeen class room grammar school of reinforced concrete, costing $120,000, is to be built in Campbell. The building should be completed by next September, according to the principal, E. J. Cuthbertson. The construction will house the children of Campbell, San Tomas, Hamilton, Meridan. Ten acres across from the high school building has been chosen for the site and the present grammar school building will be turned over to the high school. Three more teachers will be needed in the school next year. There are now fourteen instructors with some 500 children.

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Geo. Wadsworth, principal of the Westside High School at Tracy, reports the building of a new gymnasium, being erected at a cost of $40,000. A new iron work or auto mechanics' shop, in which $4000 worth of machinery will be installed, is also being erected. Last spring Mr. Wadsworth, with members of the Tracy Chamber of Commerce, was instrumental in annexing three new grammar school districts to the Tracy district. The new districts added $4,500,000 to the assessed valuation. This locality now possesses one of the richest high schools in the state.

---

At a cost of $500,000, five new school buildings and one auditorium are being built in Stockton, where Ansel Williams is superintendent. The new course of study which O. H. Grubbs, assistant superintendent, has been working on with a staff of teachers and others, is being tried out in portions now before it is finally put into effect. The course of study will never be bound, Mr. Grubbs says, but will be loose-leafed so that additions may be made when found necessary.

---

Pittsburg schools are growing with the city. F. S. Ramsdell, city superintendent, now has an enrollment of 12,000 pupils and 37 teachers. A new primary school has just been completed at a cost of $68,000. It is a thirteen class room building. The school department has a full time public health nurse and a dental clinic.

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## TEACHING POWER IN MOTION PICTURES

By C. A. Stebbins

Generations ago the task of education was a simple one. The child was taught to live successfully for himself in an environment the diameter of which was no greater than the distance covered by a footman in a day. Since that time year by year the task of education has become increasingly great until at present it is necessary to teach the child to live successfully for himself and his neighbors in an environment the diameter of which is as long as the circumference of the earth and as great as the distance from it to Cirrus, millions of miles away. Generation after generation has added its bit to the content of civilization until it has become a complex, comprehensive affair indeed.

I take it that the first step in educating the child is to give him a usable part of the content of civilization—a working background of experience. The content of civilization enlarges, the school day remains put. The school day must be lengthened, more careful attention given to essentials, or class-room procedure adjusted, if new generations keep the pace.

Now comes the motion picture with all the teaching power which lies in motion, narration, environment, dramatic and educational, interest and the example of superior personalities to speed up educational processes.

The motion picture has great academic power. The physical characteristics of the action picture—the group, the lighted area, the whirring machine—and motion get right of way on attention and interest. Before awakened minds the world may be brought into the class-room and paraded before the eyes of the children. The content of civilization may be opened for examination and discussion. The motion picture may bring to the boys and girls in a remarkably short time a world survey. Volcanoes pour out their streaming lava, oceans beat on rock-bound shores, heavenly bodies rotate in space, the peoples of the world work and play, the earth gives forth its wealth, plants fruit, the lower animals work out their life histories, and other fundamental principles take expression in governing processes and conduct. These experiences are second in value to realities. The reality is desirable, but in most cases impossible.

While the teaching possibilities in the action picture from the academic viewpoint should obtain the careful attention of school men, the greatest power of the motion picture lies in its ability to enter the mind by the eye route, passing the intellect and reaching the heart, stirring emotions, thus to shape conduct — the aim and end of teaching.

One with a message to give—one concerned in the thinking and the acting of others—should give thoughtful examination to this, the great virtue of the action picture.

Twenty-four million boys and girls are in training to take our places to do the work of the world. Whether they improve upon our work, whether civilization takes a step forward, will depend on the thinking and acting of our children. The behavior of our boys and girls is our greatest concern.

We look forward to the advent of the film text—a series of film lessons or motion pictures systematically and logically arranged, borrowing virtue from the printed text, presenting to boys and girls in the language of action pictures the essential content of the subject portrayed. First, film texts dealing with conduct subjects, such as civics, moral education, personal and public health, built to influence the behavior of children. Second, another type to establish quickly a comprehensive background of experience.

Let us hasten the coming of the film text—the "seven-league-boots" of the school room and the most potent class-room accessory to mark conduct.

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## A QUESTIONNAIRE

Tulare, Calif., February 2, 1922.

Fellow Superintendents:

Professional mazazines, newspapers, public speakers, and those who address us at our conventions, are continually urging a simplification of the "course of study."

The worlds of agriculture, industry and commerce, as well as our various social groups, professions and associations of parents are united in a demand that we produce a new "course of study."

We here in Tulare have determined to bring out a "course of study" which shall break as completely as possible with traditions. It must aim at the doing of some one thing. It must have no overlappings of subject matter. It must have no unnecessary repetition. It must allow the teacher more freedom for the exercising of an artistic ability. It must, in a very few pages, provide for the instruction of the boys and girls in those fundamentals which properly fall within the jurisdiction of an elementary school system.

There are certain classifications of supplies, books, apparatti, methods of instruction and class-room technique. They should be so selected as to equip the teacher for the doing of her work. The "course of study" should tell her what to do.

We want to produce such a course. And in order that the best thoughts of our California school men and women may be brought together on this, letters are being sent out to various school workers of the state. This one question is being asked:

May we have a one-page statement of your opinion as to how the elementary


# Making It a Game!

The skeptic laughed. "Make the grammar period one that the teacher and the class will look forward to? Make a game out of it and at the same time give the child the reason that lies behind language structure? Save the teacher and give each child a chance to grow, even in a large class?'

The skeptic laughed when we suggested that a way for bringing about these pedagogical ideals could be found.

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worked out by A. B. Reynolds and made by The Mysell-Rollins Bank Note-Co. on the teacher's old friend Bank Stock paper, has made a game out of grammar.

We will be very glad to send you, free of any obligation, a sample copy of our Construction Chart and Derivative Tablet, so that you may see how it will make a game for your class out of the grammar period—a game that calls up every quick and reasoning faculty of the pupil. **Just send us your name and address and a sample copy will be sent to you at once.**

*They Say:*

"We have just received A. B. Reynolds' Analysis Chart and Derivative Tablet. It is a wonder. I never saw so much enthusiasm in an English Grammar class in my life as I saw this morning in Santa Rosa High School where the chart was in use. It should be in the English language department of every high school in the country."
R. W. BORST,
Dean of the Junior College,
Head of the English Department,
Santa Rosa High School and
Junior College.

"I am particularly attracted by the thought that a weak student can be assigned chart work until he comes up to the mark."—B. Ullman, State University of Iowa.

"The work wisely used should be influential in providing students with definite concepts of word and sentence structure."—Guy Montgomery, Assistant Dean, University of California Summer School.

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"course of study" may be simplified to the minimum? (What things can be omitted, what things combined, what things emphasized?)

Any thought you may give to this well be greatly appreciated.

Sincerely,
A. W. RAY,
City Superintendent of Schools.

---

"In the Green Wood," by Zoe Meyer. A charming book of fairy stories for the little ones. But these fairy stories are a means to an end, for the Fairy of the Forest is really the assistant to Mother Nature, and so the door is open wide for the little folk to enter into the realm of nature study. The book is illustrated. (Little, Brown & Company.)

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"Long Ago People," by L. Lamprey. British prehistoric people are those dealt with in this book. As stories of primitive man always hold fascination for children, this book, which is in simple, narrative form, will carry its own appeal. It is instructive as well as interesting. The tales are founded upon historical research references. The illustrations are good. (Little, Brown & Company.)

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"Spending the Family Income," by S. Agnes Donham. Standards for the six essentials named in this book—savings, food, shelter, clothing, operating and developing—are explained in reference to the family income. Budgets for the household, the individual outside of the home, for the child and for the student are discussed. The material is practical, helpful and business-like. (Little, Brown & Company.)

## THE SAN FRANCISCO TEACHERS' ASSOCIATION

One of the most effective forces for progressive education and improvement of the teaching body in the state is the San Francisco Teachers' Association. At the recent annual election, after a spirited contest, Edith Le Pence was elected president and Miss Frances Mooney re-elected secretary. The retiring president, Mrs. Marjorie Stuart, closed her successful administration with a luncheon at the Palace Hotel in honor of the new Board of Education. The luncheon was one of the most notable educational events ever held at the Palace Hotel. There were over five hundred teachers present. At the speakers' table were Superintendent Roncovieri, Fred Dohrmann, president of the board; Mr. Esberg, Mr. Murphy, Alice Rose Power, Mary Prag and Helen P. Sanborn, member of the board. Each member of the board was given generous applause on introduction, but when the name of Miss Alice Rose Power was called the teachers gave her a great ovation, and in an appropriate speech gave the keynote of the association, "Retain the best that is in the old and get the best from the new."

The luncheon signified the passing of the old form of school administration, where a board of education and superintendent's office had dual power, to an organization where the board of education will elect a superintendent and the superintendent and his deputies will control the educational policies of the department.

Mr. Fred Dohrmann in his speech emphasized the need of the hearty co-operation of the teachers, and made clear that the Board of Education during his presidency would stand for a square deal for all.

Mrs. Marjorie Stuart presided in a most delightful manner, and had an appropriate word of introduction for each speaker. Much of the success of the meeting was due to the admirable way she handled the presiding officer's duties.

Miss Estelle Carpenter had charge of the music, and gave much spirit and melody to the occasion.

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"Popular Studies of California Wild Flowers," written by Bertha M. and Roland Rice, is a collection of fascinating flower tales. There is much technical knowledge conveyed in popular language. The flower is classified and its Latin and common names given. Its picturesque Indian or Spanish appellations are mentioned, as well as its habitat, habits, friends in the animal world, medicinal values, and its use to man. Scriptural quotations, quaint legends, poetry, unusual bits of information and many beautiful illustrations are included in this attractive and useful little volume. It deserves a place in every library in California.

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The purest pleasures I have ever known are those accessible to you all; it is in the calm intercourse with intelligent minds, and in the communion with the departed great, through books, by our own firesides. —R. Cobden.


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## WHY HIGH HEELS CAUSE FLAT FOOT "AND PREVENT BEAUTY OF MOTION"

Grace, freedom of action, rhythm, or beauty of motion are all absent in the majority of civilized women, while present in the savage and semi-civilized. The Arab, for instance, never wears a shoe and has a perfectly molded foot. Our native Indians stand, walk and run with great assurance, dignity and even majesty; their soft moccasins are merely a protection, as all foot covering should be, and in no way interfere with the beautiful activity of these members. So it is also with the Japanese sandal.

Girls repeatedly assert that their feet are not comfortably shod unless incased in high heeled shoes, that the instep requires a highly arched shoe. This is as great a fallacy as that they need the support of a corset to maintain the erect posture and relieve backache.

The normal foot is a marvelous instrument, far more complicated than the hand. It contains thirty-eight articulations; every joint with its every movement is essential to the perfect usefulness of the foot.

In standing, and far more in walking, no one muscle is in constant action; the weight of the body, as has been said, falls upon the arch, the instep; but the integrity and functioning of the instep can only be secured when its motion is unhampered.

The foot cannot be considered a solid mass, as it becomes when trussed in the modern boot. Its motion then becomes limited to the heel-and-toe movements. The entire mechanism of the foot is altered and a weaker structure results. The thirty-eight articulations are designed by nature for great flexibility. The extraordinary movements of exquisite dancers are executed entirely by the toes and the "plantar fascia" already mentioned.

The use of high heels destroys the action of this powerful ligament entirely, and flat foot results.

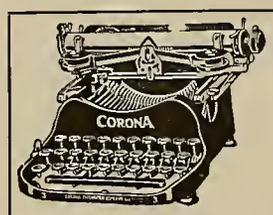
Girls who require a high-heeled shoe for comfort are really suffering from some structural defect of the foot; in them "the plantar fascia" has been weakened or has never been given an opportunity to develop its wonderful strength, for nature designed this powerful ligament to uphold the arch without any artificial assistance.

A scientist, who has made a study of modern feet, declares that the future foot of the more highly civilized (?) races will be one-toed. We use our toes so little that they have degenerated and are in great danger of complete extinction.

The undoubted degeneration of our toes is not a mark of development, but a retrogression to a type of hoof that bears no resemblance to the exquisite mechanism of the perfect human foot.

Ground Gripper shoes allow all the toes and muscles to work as nature intended—"a place for every toe and every toe in its place."

If books do not assist to make us better or more substantial men, they are only providing fuel for a fire larger and more utterly destructive than that which consumed the library of the Ptolemies.—F. D. Maurice.

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## SECRETARIAL WORK AS A VOCATION FOR TEACHERS

By J. Evan Armstrong

It has been taken for granted by the writer that the teacher has considered the many factors involved in making a vocational choice and understands the natural advantage of a secretaryship.

It might be well, however, to bear in mind that the vocation of secretary offers a three-fold opportunity for placement:

First: The Executive Secretaryships—Secretaries of the political, institutional and corporation type.

Second: Social Secretaryships—Secretaries who act as advisors and confidants to social leaders.

Third: The Private Secretaryships—Secretaries to business and professional men, where the duties may be social, business or professional.

While the first two types of secretarial positions represent possibilities for the teachers contemplating a change, it is the vocation of the private secretary which offers the greatest opportunities and at the same time represents the type of responsibility for which the training, experience and poise of the teacher has best equipped her.

A realization of the importance of the moral traits as brought out by contact with this problem in the schools has taught the teacher the importance of this characteristic for the secretary. Secretiveness and discreetness, or tact, have therefore been developed to such an extent that she is naturally loyal and trustworthy and has the capacity of putting the employer's interest foremost. Furthermore, contact with the public has been such as to familiarize her with the courtesies and duties of life—requisites so necessary on the part of the secretary in meeting and dealing with the public.

By reason of her experience in organizing and presenting material in instruction, the teacher has acquired some of the initiative necessary to go ahead and do things, to think for herself, and to dependably execute the orders of others.

In assuming charge of classes she has developed reasoning power and a capacity for judgment which are invaluable. Naturally she is quick, watchful, and on the alert—requisites which must be depended upon to prevent her being taken advantage of as the assistant to the chief. Furthermore, she is somewhat resourceful and able to extricate herself or her employer by a certain amount of inventiveness and quickness of wit.

The teacher's whole training has been such as to develop a good memory or a photographic type of mind so necessary in recalling the transactions of the past. Her work has, furthermore, been of such a character that she has the ability to focus her mental and physical energies upon the accomplishment of a single thing. And through the experience of her daily planning, the teacher has acquired a certain amount of foresight or ability to prepare for things.

Her continual appearance in the classroom, with the necessity for clearly explaining various problems in logic have developed habits of correct and easy speech so necessary on the part of the secretary in meeting and handling callers.

She has, therefore, just the sort of well-stocked vocabulary which will equip her to adapt herself in tone and style to the needs of the caller. On the whole her personality is somewhat dynamic and she has acquired the ability of making people like her, of getting others to co-operate with her, and of being cheerful in dealing with whatever problems may arise. She has, furthermore, a somewhat adequate conception of the value of proper dress. Her appearance on the whole being above the average and such as to win the support and approval of those with whom she comes in contact.

For all these reasons the teacher possesses many of the natural requisites so necessary for the private secretary; the duties and responsibilities of whom I shall discuss at length in articles to appear later in the Journal.


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## HAS PHONETICS A PLACE IN THE PRIMARY GRADES?

By M. H. Jackson,
Principal Wood County Training School
(Reprint from the "Wisconsin Journal of Education")

Phonetics, ofttimes inaccurately called phonics, is justly entitled to a prominent place in the program of the primary grades. A misconception of the nature of phonetics is responsible for its condemnation on the part of some writers upon the subject of primary reading.

### The "Families" Are Absurd

Opposition to the phonetic approach to reading is due to the belief that it involves the use of so-called "families" as the "ing" family, the "ick" family, the "osh," "ump," "itch," and "ike" family and scores and even hundreds of other "families" equally meaningless and absurd. The truth of the matter is that the use of these combinations of sounds, erroneously called phonograms by their inventors, is no part of true phonetics, and has never been so considered by phonetists or dictionary makers.

There is nothing strange in the revolt of intelligent teachers at the imposition at all this artificial jumble nor at their rebellion against "family" fetishes falsely christened "phonics" by their idolatrous worshipers. The only wonder is that reading systems based upon them have been so long accepted and tolerated.

However, in their efforts to escape Scylla many teachers are falling into Charybdis. With their minds firmly set again the "devil" of phonics they are in great danger of finding themselves in "the deep blue sea" of thought reading without either compass or rudder, to say nothing of their lack of safety rafts and life preservers. "And their latter end is worse than the first."

### What About the Word Method

Unquestionably, all reading should be for thought-getting, but there is a preparation for reading that must be made in one way or another. To base this preparation entirely upon the recognition and eventual subconscious memory of word-wholes is a procedure too slow to be tolerated in the modern classroom. The attempt to enable pupils to grasp phrases as sight-units is doomed to failure from the outset, since it involves an eye-power utterly beyond pupils in the primary grades, as has recently been demonstrated by a lengthy series of experiments in the University of Chicago. (The seeming recognition of the phrase is really "a guess" from some "cue" word of the phrase.)

### The Use of Rhymes Leads to Guessing

The procedure of requiring pupils to commit to memory couplets and jingles, in many instances containing ideas foreign to their interests and experiences, and then compelling pupils to locate the printed word by relating its occurrence in their oral expressions, produces habits of "guessing" and uncertainty which no amount of earnest effort on the part of their teachers in the following grades can ever entirely eradicate. There is a legitimate use of rhymes and oral stories in connection with the preparation of primary reading. They may, with great propriety, be used for the creation of a mental background for the content of the reading matter, but not for verbatim comparison.

### Reading Is Not An Instinct Like Talking

It is agreed by some professional writers upon the subject of primary reading that since children readily learn to talk by imitating words and phrases that they hear, they may with equal facility acquire the power to read in a similar manner. Writers who take this ground forget that the art of speech is as old as the human race, that it long ago became an instinct, and as an instinct it develops in every child under the same psychological laws as do other instincts. On the other hand, reading—the recognizing of thought when represented by written or printed symbols, is an acquisition so unfortunately new to the human race that it does not even verge upon instinct. It is purely arbitrary and absolutely conventional in every language in which it is employed. Each individual must acquire the art for himself; it cannot be transmitted from parent to offspring. It is a far call from the time when oral speech originated until the time when human beings began to read.

### One Out of Every Five Hundred Can Read

If the life of the human race from its first appearance upon the earth until the present time were represented by the twelve hours upon the clock dial, then all recorded time would be since the hands of the clock pointed at twenty minutes of twelve! Prior to that time, there were no records, hence no experience in writing and no necessity for reading. But during all the eleven hours and forty minutes, human beings had been using spoken language; they had been talking with one another. Writers upon ancient history tell us that when man first appeared in the light of history his speech was rich and polished—an art which must have required periods of time like geologic epochs to attain. But more than five thousand years elapsed between the time man first began to print before there was any general ability on the part of even civilized people to read! Even today, taking the human race as a whole, for every adult able to read, there are five hundred unable to do so—and many who do have the power "see through a glass darkly." Ah, talking and reading are still far from being in the same class of human accomplishments!

### Vowels Must Perform Extra Duty

Present-day spoken English employs between forty and fifty elementary sounds. To represent these sounds we employ our imperfect alphabet of twenty-six letters. It it obvious that some letters must represent more than one sound. As a rule, the vowels are employed to perform these "extra" duties. The normal sound of the vowels in the English language is the so-called "short" sound of each. In order to indicate sounds different from the normal, vowels are sometimes placed in certain relations to each other in syllables, and he who spells or pronounces correctly must be aware of their sounds as indicated by this relation. For example, the function of "final e silent" in monosyllables and in accented syllables of polysyllables is to indicate the "long" sound of the preceding vowel in the same syllable; certain combinations of vowels written together let one indicate the sound of the other, as "ai" represents "long" a, "oa" represents "long" o, "aw" represents "broad" a, etc. The two pairs of diphthongs are "of—oy" and "ou—ow." The consonants, with some exceptions, represent but one sound each. Sometimes two consonants are used together to represent a single sound, as "sh", "ng", "ph", etc. The total number of phonograms —visual representations of single sounds— employed in written and printed English is small, and they and their sound values are easily learned.

### Diacritical Marks

Dictionary makers employ diacritical marks to indicate to the eye variations from the normal in letter sounds. However, a page of ordinary printed matter, such as the one you are now reading, does not contain these diacritical markings. If you are in doubt as to the pronunciation of a word, you consult the dictionary and determine the sound of the letters by means of their

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diacritical markings. The pupil in the primary grades does not have the power to use the dictionary. He spends several years in the schoolroom acquiring, or attempting to acquire, a reading vocabulary of hundreds of words before he is introduced to the dictionary and its aids; during those early years he is without power other than that given him by his teacher in the process of phonetic teaching.

### The Important Sounds

An analysis of the general reading vocabulary of the primary grades shows that practically four-fifths of the words may be pronounced by anyone who knows the sounds indicated by the consonants and the "short", "long" and "r indicated" sounds of the vowels. Experience shows that pupils may acquire this knowledge in a few weeks' time. Then, coupled with the power of blended sounds, beginning with but two—a consonant and a vowel—and gradually increasing the demand made upon the vocal organs and the eye, the pupils soon attain a mastery over approximately 80 per cent of the reading matter in their primary books. Fluent oral reading follows as a natural consequence. Skillful primary teachers enliven the phonetic procedure by injecting the spirit of plays and games; in this manner the phonetic periods upon the program are sometimes the most interesting to the pupils of all their activities.

### Value of Blends

If phonetic instruction never advanced beyond this point, every moment of time given to it would be profitably spent. The difference between the amount of memory work involved in this phonetic approach to a reading vocabulary and the memory load imposed upon pupils by the several general "thought" procedures described in earlier paragraphs is the difference between mastering thirty or forty phonograms by drills in word-wholes and the memorizing of the entire reading vocabulary of word wholes each composed of these phonograms in various combinations. For example, make the comparison in the following sentence. One pupil has been taught the blended sounds of "ar"; another has been taught word wholes. Upon which is the greater memory demand made? "The large dog barked as the farmer parked his market car in the dark barnyard."

### Making the Book Talk

Once the difficulty of sound representation is overcome, the pupil hears himself read as he hears himself and others talk. He realizes that his book "talks to him"; he merely puts sounds into its words. His book is the phonographic record disc, his eye the needle, his voice the vibrating diaphragm. He grasps the printed words visually as he is accustomed to grasp orally the spoken words of his fellows, and he "voices" the thoughts indicated in his book as he does those conceived in his own mind. When oral reading has given him confidence in his ability to get represented thought, he may grasp the thought without oral expression. He can read silently with assurance that he is the master of the printed page; "the tyranny of the types" has no more terror for him. There is a real place in every primary schoolroom for true phonetics.

---

## THE BEACON READERS

The Beacon method of primary reading makes use of the true phonetic principles of the English language. It reduces memory work for the pupils to a minimum.

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For further information address the publishers, Ginn and Company, 20 Second St., San Francisco.

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An educational campaign has been inaugurated by the California Wild Flower Conservation League for the protection of certain native plants, which are rapidly diminishing in many sections of the state. Schools, clubs and many organizations are enlisting in this movement, to save the wild flowers and trees. The league has been doing some splendid work in providing protection for native plants; one result has been the passing of the law for the protection of the toyon or Christmas berry. Some sections of the state have been almost completely stripped of this picturesque shrub, by automobilists and holiday pickers. The league did a great deal to suppress this vandalism. Further legislation to save other delicate plants from destruction will be striven for by the league. The popularity of the automobile is one of the factors that will make such action absolutely necessary.


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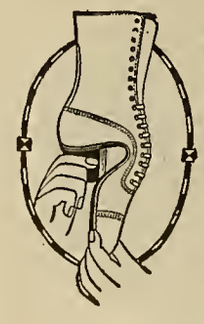

The ever-increasing ills of the foot—causing unnecessary pain and inefficiency—have attracted the attention of educational authorities and women's organizations.

The wearing of the Cantilever Shoe (with its freedom to muscular action) will keep the healthy foot in good condition and will assist materially in restoring the foot abused by pointed toes, rigid shanks and high French heels. It will also permit the development of a graceful natural poise and carriage.

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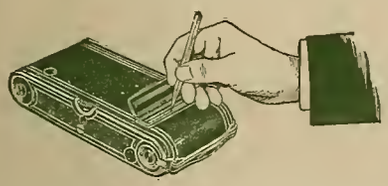

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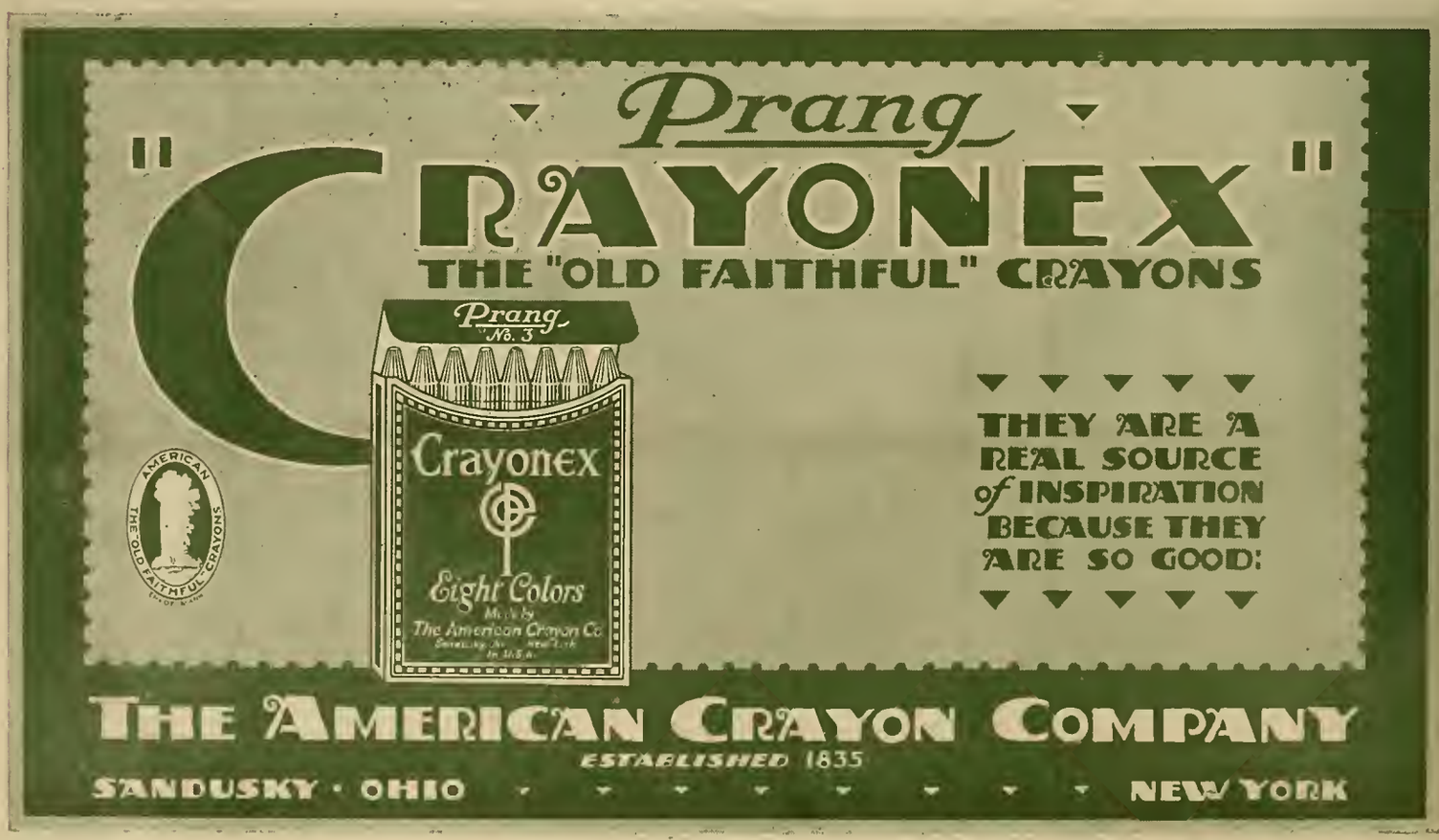

THE
# WESTERN JOURNAL of EDUCATION

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Library Notes, News Notes, Book Reviews, Etc., Etc.

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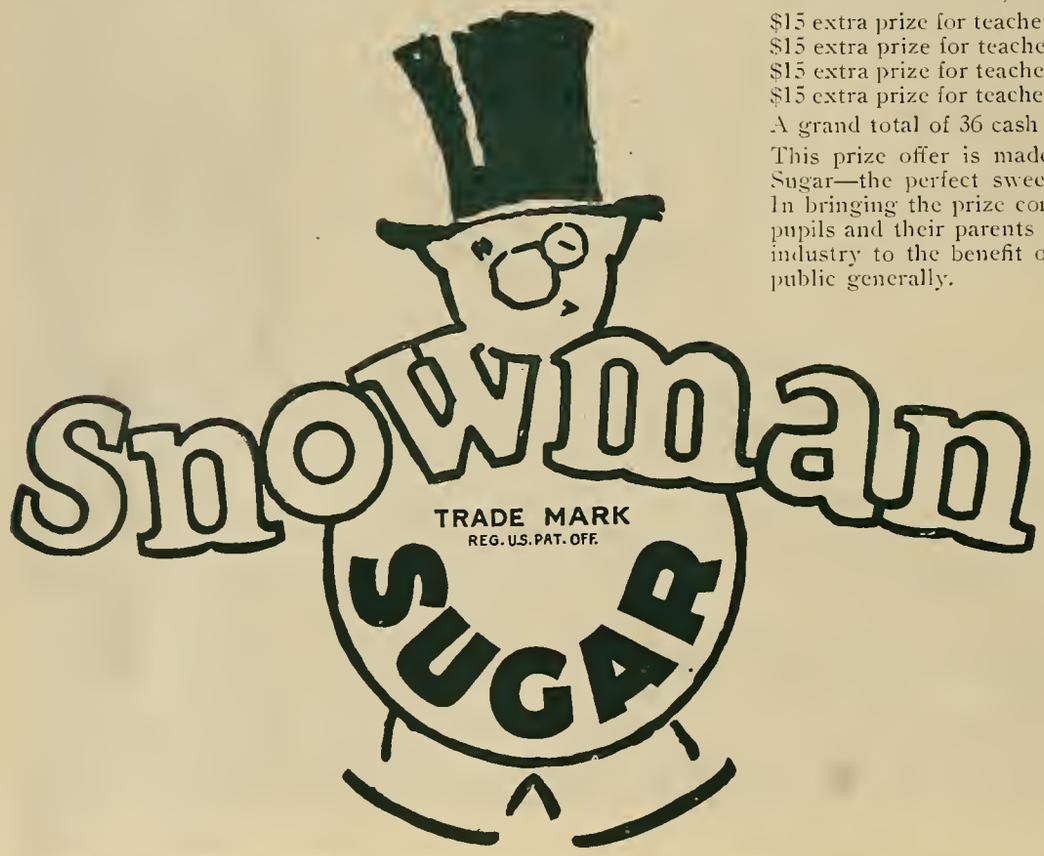


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Vol. XXVIII, No. 3 SAN FRANCISCO, MARCH, 1922 Price 15 Cents

MEETINGS

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California Council of Education. E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

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## THE CALIFORNIA HIGH SCHOOL TEACHERS' ASSOCIATION

Superintendent Rebok, superintendent of Monica, and president of the California High School Teachers' Association, promises to put more "pep" into the July meeting than has ever been done before. In a fine, informational and forward-looking circular he states:

The tremendous increased costs of secondary education in recent years, and the inevitable additions of tax levies on account of the further expansion of secondary education, demand an immediate justification of these expenditures in the best interpretation of the purposes and objectives of secondary education in our scheme for an enlightened and responsible democracy as a complete and satisfactory answer to the challenge that sooner or later inevitably will be made by the reactionary forces of society. This defense of the institution of secondary education must first be made by those responsible for the organization of the institution claiming the right of imposing heavy taxation on its behalf. Without such defense, the first to suffer in any reactionary program will be the teacher himself, in the reduction of salaries and the curtailment of opportunities. This is already evidenced by the new budget of England, in its repudiation of the most progressive policies of the Fisher enactment. Nor is it necessary to go beyond the borders of our own State, where already the forces of reaction are actively organizing to reduce taxation for school purposes.

Having in mind that the high school teachers of California are able and willing to accept the responsibilities of the challenge to define and justify the institution of secondary education, we respectfully submit the following plan for 1922:

I. There will be a double session of the annual meeting of the California High School Teachers' Association—one session at Los Angeles, July 17, 18 and 19, in connection with the summer session of the Southern Branch of the University of California; another session at Berkeley, July 19, 20 and 21, in connection with the summer session of the University of California.

II. The program proposed for these meetings contemplates an examination of the fundamental problems of secondary education for the purposes of:

1. Determining the purposes and objectives of secondary education in our scheme of State education.

2. Disseminating information whereby the purposes and objectives of secondary education may be accomplished, including recommended changes in the curriculum.

III. To the end that the purposes and objectives of secondary education and the methods of accomplishing such purposes and objectives may be better understood, we propose:

1. That the high school teachers of California, individually and in faculty groups, during the remainder of the school year, enter upon the study of the purposes and objectives and methods of instruction of secondary education. To assist in this study a bibliography is herewith attached.

2. That the programs of the Los Angeles and Berkeley sessions be identical in plan and be so organized as to center attention of high school teachers and the public upon the purposes and objectives of secondary education.

3. That the views of society outside of the school be expressed through the programs of the Association in July, by representatives of industrial, commercial, professional and home-life.

## J. W. McCLYMONDS CLOSES 50 YEARS OF ACTIVE LIFE IN STATE SCHOOLS

J. W. McClymonds, emeritus superintendent of schools of Oakland and one of the most widely known educators in the west, died recently in the Florence N. Ward sanatorium of heart disease, at the age of 73.

### In Service 24 Years

McClymonds served Oakland as its superintendents of schools for twenty-four years, and previous to that had been principal of the Lincoln high school in that city. At the time of his retirement in 1913 the board of education created the honorary position of superintendent emeritus, and as such McClymonds actively carried on the patriotic work in the schools. His record of service in the educational field was of a high character.

### In State Fifty Years

Born in Slippery Brook, Pa., McClymonds came to California at an early age, and after completing his education became a teacher. He was principal of the Lincoln school in Oakland, and in 1889 was appointed superintendent of schools, holding the position until 1913, when he retired. He had lived in California for more than fifty years.

## TYPES OF LEARNING IN TEXT-BOOK STUDY

In a recent bulletin,* Dr. Walter S. Monroe presents the results of a study in which he has isolated the following twelve types of learning involved in textbook study:

1. Comprehension of material read plus memorization so that it can be reproduced.

2. With the text at hand preparation of a summary which contains the central ideas of the assignment studied.

3. With the text at hand preparation of an outline which gives the principal points and supporting details arranged to show order of relative importance and relations to each other.

4. Obtaining information for the purpose of solving problems or answering questions.

5. Extension of one's range of general information by reading widely material directly related to a given subject.

6. Discovery of collateral or illustrative material for topics or problems under discussion.

7. Enlargement of vocabulary.

8. Appreciation of the significance of each word used in a concisely expressed statement or principle.

9. A clear comprehension of the essential conditions of a problem which is to be solved.

10. Discovery of new or supplementary problems related to the topic being studied.

11. Drawing valid conclusions from given data or statements.

12. Following directions with accuracy and reasonable speed.

* Monroe, Walter S., "Types of Learning Required of Pupils in the Seventh and Eighth Grades and in the High School." Bulletin No. 7, Bureau of Educational Research, University of Illinois.

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California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

**The Western Journal of Education**

HARR WAGNER, Managing Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

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## THE CALIFORNIA HIGH SCHOOL TEACHERS' ASSOCIATION

Superintendent Rebok, superintendent of Monica, and president of the California High School Teachers' Ascociation, promises to put more "pep" into the July meeting than has ever been done before. In a fine, informational and forward-looking circular he states:

The tremendous increased costs of secondary education in recent years, and the inevitable additions of tax levies on account of the further expansion of secondary education, demand an immediate justification of these expenditures in the best interpretation of the purposes and objectives of secondary education in our scheme for an enlightened and responsible democracy as a complete and satisfactory answer to the challenge that sooner or later inevitably will be made by the reactionary forces of society. This defense of the institution of secondary education must first be made by those responsible for the organization of the institution claiming the right of imposing heavy taxation on its behalf. Without such defense, the first to suffer in any reactionary program will be the teacher himself, in the reduction of salaries and the curtailment of opportunities. This is already evidenced by the new budget of England, in its repudiation of the most progressive policies of the Fisher enactment. Nor is it necessary to go beyond the borders of our own State, where already the forces of reaction are actively organizing to reduce taxation for school purposes.

Having in mind that the high school teachers of California are able and willing to accept the responsibilities of the challenge to define and justify the institution of secondary education, we respectfully submit the following plan for 1922:

I. There will be a double session of the annual meeting of the California High School Teachers' Association—one session at Los Angeles, July 17, 18 and 19, in connection with the summer session of the Southern Branch of the University of California; another session at Berkeley, July 19, 20 and 21, in connection with the summer session of the University of California.

II. The program proposed for these meetings contemplates an examination of the fundamental problems of secondary education for the purposes of:

1. Determining the purposes and objectives of secondary education in our scheme of State education.

2. Disseminating information whereby the purposes and objectives of secondary education may be accomplished, including recommended changes in the curriculum.

III. To the end that the purposes and objectives of secondary education and the methods of accomplishing such purposes and objectives may be better understood, we propose:

1. That the high school teachers of California, individually and in faculty groups, during the remainder of the school year, enter upon the study of the purposes and objectives and methods of instruction of secondary education. To assist in this study a bibliography is herewith attached.

2. That the programs of the Los Angeles and Berkeley sessions be identical in plan and be so organized as to center attention of high school teachers and the public upon the purposes and objectives of secondary education.

3. That the views of society outside of the school be expressed through the programs of the Association in July, by representatives of industrial, commercial, professional and home-life.

## J. W. McCLYMONDS CLOSES 50 YEARS OF ACTIVE LIFE IN STATE SCHOOLS

J. W. McClymonds, emeritus superintendent of schools of Oakland and one of the most widely known educators in the west, died recently in the Florence N. Ward sanatorium of heart disease, at the age of 73.

### In Service 24 Years

McClymonds served Oakland as its superintendents of schools for twenty-four years, and previous to that had been principal of the Lincoln high school in that city. At the time of his retirement in 1913 the board of education created the honorary position of superintendent emeritus, and as such McClymonds actively carried on the patriotic work in the schools. His record of service in the educational field was of a high character.

### In State Fifty Years

Born in Slippery Brook, Pa., McClymonds came to California at an early age, and after completing his education became a teacher. He was principal of the Lincoln school in Oakland, and in 1889 was appointed superintendent of schools, holding the position until 1913, when he retired. He had lived in California for more than fifty years.

## TYPES OF LEARNING IN TEXT-BOOK STUDY

In a recent bulletin,* Dr. Walter S. Monroe presents the results of a study in which he has isolated the following twelve types of learning involved in textbook study:

1. Comprehension of material read plus memorization so that it can be reproduced.

2. With the text at hand preparation of a summary which contains the central ideas of the assignment studied.

3. With the text at hand preparation of an outline which gives the principal points and supporting details arranged to show order of relative importance and relations to each other.

4. Obtaining information for the purpose of solving problems or answering questions.

5. Extension of one's range of general information by reading widely material directly related to a given subject.

6. Discovery of collateral or illustrative material for topics or problems under discussion.

7. Enlargement of vocabulary.

8. Appreciation of the significance of each word used in a concisely expressed statement or principle.

9. A clear comprehension of the essential conditions of a problem which is to be solved.

10. Discovery of new or supplementary problems related to the topic being studied.

11. Drawing valid conclusions from given data or statements.

12. Following directions with accuracy and reasonable speed.

* Monroe, Walter S., "Types of Learning Required of Pupils in the Seventh and Eighth Grades and in the High School," Bulletin No. 7, Bureau of Educational Research, University of Illinois.

## NUMBER 16 HELPS THE ELEMENTARY SCHOOLS

By Mark Keppel

The tables given in connection with this article show the financial workings of Number 16, as it applies to the elementary schools.

The first table shows the average daily attendance for the year ending June 30, 1921; the amount that would have been apportioned this year per pupil in average daily attendance if the old law had been in effect; the amount that has been apportioned per pupil in average daily attendance under the new law; and the increased amount apportioned per pupil in average daily attendance in each county in the State.

The second table shows the number of statutory teachers allowed to each county upon its average daily attendance for the year ending June 30, 1921; the amount that would have been apportioned under the old law; the amount that has been apportioned under the new law; and the increase per statutory teacher under the new law.

The amount that would have been apportioned under the old law has been determined by finding the amount apportioned per pupil in average daily attendance in each county in the school year 1920-1921, and then multiplying that amount by the average daily attendance for the school year ending June 30, 1921. This method gives the exact amount, almost, that would have been apportioned to each county. The amount apportioned to each county under the new law is nearly the whole amount that will be apportioned for the current school year.

The increase in apportionment per statutory teacher ranges from $280 in San Francisco to $357 in Inyo County. It should be borne in mind that the increase per statutory teacher is also the increase per teacher employed in those school districts where the number of teachers employed and the number of statutory teachers is the same. This is true for all schools of one teacher, and for most of the schools in districts that employ not more than six or seven teachers; but in districts that employ eight or more teachers, there are usually more teachers employed than are allowed by the statute, and this difference becomes increasingly more marked as the school population of the district increases.

The second table shows that the elementary schools received $4,622,696.75 more money under the operation of Number 16 than they would have received under the operation of the old law.

The increased allowance to rural schools is more apparent in the first table, which deals with the increase per pupil in average daily attendance, than in the second table, which deals with the increase per statutory teacher.

Thickly populated counties show the smallest increases per pupil in average daily attendance; sparsely populated counties show the greatest increase per pupil in average daily attendance.

It should be said that the two tables are not official, but that care has been taken to make them accurate.

The tables follow:

TABLE 1

| Counties | Average Daily Attendance 1920-1921 | Apportioned per pupil in A.D.A. under old law | Apportioned per pupils in A.D.A. under new law | Increase per pupil in A.D.A. under new law |
|---|---|---|---|---|
| Alameda | 40,769 | $18.13 | $27.35 | $ 9.22 |
| Alpine | 28 | 46.06 | 79.76 | 33.70 |
| Amador | 1,034 | 23.82 | 40.90 | 17.08 |
| Butte | 4,114 | 21.03 | 33.00 | 11.97 |
| Calaveras | 910 | 26.88 | 45.91 | 19.03 |
| Colusa | 1,234 | 22.30 | 36.91 | 14.61 |
| Contra Costa | 8,114 | 18.48 | 29.37 | 10.89 |
| Del Norte | 402 | 22.74 | 41.33 | 18.59 |
| El Dorado | 888 | 32.68 | 52.59 | 19.91 |
| Fresno | 21,654 | 18.48 | 29.27 | 10.79 |
| Glenn | 1,755 | 22.02 | 37.31 | 15.29 |
| Humboldt | 5,065 | 21.24 | 35.44 | 14.20 |
| Imperial | 5,671 | 18.57 | 29.94 | 11.37 |
| Inyo | 875 | 22.42 | 40.76 | 18.34 |
| Kern | 8,981 | 20.16 | 31.42 | 11.26 |
| Kings | 3,768 | 18.92 | 30.73 | 11.81 |
| Lake | 712 | 27.00 | 45.43 | 18.43 |
| Lassen | 1,162 | 25.41 | 32.11 | 16.70 |
| Los Angeles | 113,280 | 18.22 | 27.49 | 9.27 |
| Madera | 2,323 | 21.58 | 35.22 | 13.64 |
| Marin | 3,213 | 19.66 | 31.26 | 11.60 |
| Mariposa | 342 | 39.12 | 66.47 | 27.35 |
| Mendocino | 3,404 | 24.15 | 41.16 | 17.01 |
| Merced | 4,237 | 19.94 | 32.05 | 12.11 |
| Modoc | 802 | 29.92 | 51.89 | 21.97 |
| Mono | 120 | 36.64 | 63.17 | 26.53 |
| Monterey | 3,827 | 22.85 | 37.04 | 14.19 |
| Napa | 2,272 | 21.20 | 36.11 | 14.91 |
| Nevada | 1,359 | 23.84 | 39.27 | 15.43 |
| Orange | 9,730 | 18.18 | 28.23 | 10.05 |
| Placer | 2,729 | 21.08 | 33.25 | 12.17 |
| Plumas | 649 | 26.17 | 46.82 | 20.65 |
| Riverside | 7,018 | 19.39 | 30.18 | 10.79 |
| Sacramento | 11,007 | 18.94 | 29.14 | 10.20 |
| San Benito | 1,196 | 22.76 | 39.49 | 16.73 |
| San Bernardino | 10,197 | 19.00 | 29.49 | 10.49 |
| San Diego | 12,894 | 19.71 | 30.39 | 10.68 |
| San Francisco | 43,481 | 18.19 | 27.15 | 8.96 |
| San Joaquin | 11,187 | 18.92 | 29.64 | 10.72 |
| San Luis Obispo | 3,335 | 22.82 | 36.45 | 13.63 |
| San Mateo | 5,529 | 18.62 | 29.19 | 10.57 |
| Santa Barbara | 4,722 | 19.87 | 31.46 | 11.59 |
| Santa Clara | 13,600 | 18.38 | 29.16 | 10.78 |
| Santa Cruz | 3,599 | 20.38 | 32.60 | 12.22 |
| Shasta | 1,980 | 28.61 | 49.66 | 21.05 |
| Sierra | 225 | 29.44 | 48.32 | 18.88 |
| Siskiyou | 2,956 | 23.84 | 40.99 | 17.15 |
| Solano | 3,797 | 20.17 | 31.98 | 11.81 |
| Sonoma | 7,711 | 20.69 | 34.30 | 13.61 |
| Stanislaus | 7,616 | 18.50 | 29.44 | 10.94 |
| Sutter | 1,310 | 21.81 | 36.82 | 15.01 |
| Tehama | 1,767 | 23.93 | 41.40 | 17.47 |
| Trinity | 297 | 35.76 | 61.33 | 25.57 |
| Tulare | 9,813 | 19.56 | 31.32 | 11.76 |
| Tuolumne | 1,094 | 23.59 | 39.52 | 15.93 |
| Ventura | 4,152 | 19.30 | 31.34 | 12.04 |
| Yolo | 2,179 | 20.81 | 32.86 | 12.05 |
| Yuba | 1,231 | 24.00 | 39.45 | 15.45 |
| | 429,316 | | | |

TABLE 2

| Counties | Statutory Teachers | State School Fund as it would have been under old law | State School Fund under new law | Total Increase under new law | Increase per statutory teacher |
|---|---|---|---|---|---|
| Alameda | $1,315.79 | $739,141.97 | $1,115,113.44 | $375,971.47 | $286.00 |
| Alpine | 3.00 | 1,289.68 | 2,233.28 | 943.60 | 315.00 |
| Amador | 53.39 | 24,629.88 | 42,294.84 | 17,664.96 | 331.00 |
| Butte | 166.00 | 86,517.42 | 135,782.64 | 49,265.22 | 297.00 |
| Calaveras | 33.50 | 24,442.60 | 41,781.60 | 17,339.00 | 518.00 |
| Colusa | 56.67 | 27,518.20 | 45,542.84 | 18,024.64 | 318.00 |
| Contra Costa | 285.21 | 149,946.72 | 238,269.64 | 88,322.92 | 310.00 |
| Del Norte | 21.00 | 9,141.48 | 16,613.52 | 7,472.04 | 356.00 |
| El Dorado | 60.68 | 29,019.84 | 46,702.88 | 17,683.04 | 291.00 |
| Fresno | 758.05 | 400,165.92 | 633,708.04 | 233,542.12 | 308.00 |
| Glenn | 81.60 | 38,645.10 | 65,473.80 | 26,828.70 | 329.00 |
| Humboldt | 222.00 | 107,580.60 | 179,509.40 | 71,928.80 | 324.00 |
| Imperial | 204.00 | 105,310.47 | 169,793.96 | 64,483.49 | 316.00 |
| Inyo | 45.00 | 19,617.50 | 35,665.00 | 16,047.50 | 357.00 |
| Kern | 342.00 | 181,056.96 | 282,149.56 | 101,092.60 | 296.00 |

| | | | | | |
|---|---|---|---|---|---|
| Kings | 139.77 | 71,290.56 | 115,774.68 | 44,484.12 | 318.00 |
| Lake | 41.37 | 19,224.00 | 32,348.12 | 13,124.12 | 317.00 |
| Lassen | 62.00 | 29,526.42 | 48,931.12 | 19,404.70 | 313.00 |
| Los Angeles | 3,678.05 | 2,063,961.60 | 3,113,847.80 | 1,049,886.20 | 285.00 |
| Madera | 101.07 | 50,130.34 | 81,806.48 | 31,676.14 | 313.00 |
| Marin | 121.63 | 63,167.58 | 100,434.88 | 37,267.30 | 306.00 |
| Mariposa | 30.15 | 13,379.04 | 22,732.92 | 9,353.88 | 310.00 |
| Mendocino | 177.00 | 82,206.60 | 140,103.04 | 57,896.44 | 327.00 |
| Merced | 165.16 | 84,485.78 | 135,780.12 | 51,294.34 | 311.00 |
| Modoc | 54.00 | 23,995.84 | 41,617.52 | 17,621.68 | 326.00 |
| Mono | 10.00 | 4,396.80 | 7,571.20 | 3,174.40 | 317.00 |
| Monterey | 176.50 | 87,446.95 | 141,766.52 | 54,319.57 | 308.00 |
| Napa | 101.75 | 48,166.40 | 82,039.72 | 33,873.32 | 333.00 |
| Nevada | 67.00 | 32,398.56 | 53,368.84 | 20,970.28 | 313.00 |
| Orange | 326.20 | 176,891.40 | 274,654.80 | 97,763.40 | 300.00 |
| Placer | 101.07 | 57,527.32 | 90,739.04 | 33,211.72 | 329.00 |
| Plumas | 39.00 | 16,984.33 | 30,389.24 | 13,404.91 | 344.00 |
| Riverside | 254.81 | 136,079.02 | 211,772.68 | 75,693.66 | 297.00 |
| Sacramento | 383.36 | 208,472.58 | 320,745.32 | 112,272.74 | 292.00 |
| San Benito | 59.34 | 27,220.96 | 47,230.96 | 20,010.00 | 338.00 |
| San Bernardino | 360.19 | 193,743.00 | 300,670.72 | 106,927.72 | 297.00 |
| San Diego | 472.00 | 254,140.74 | 391,775.44 | 137,634.70 | 292.00 |
| San Francisco | 1,391.00 | 790,919.39 | 1,180,669.56 | 389,750.17 | 280.00 |
| San Joaquin | 397.61 | 211,658.04 | 331,577.12 | 119,919.08 | 302.00 |
| San Luis Obispo | 151.00 | 76,104.70 | 121,574.60 | 45,469.90 | 301.00 |
| San Mateo | 193.00 | 102,949.98 | 161,418.04 | 58,468.06 | 303.00 |
| Santa Barbara | 180.12 | 93,826.14 | 148,560.72 | 54,734.58 | 304.00 |
| Santa Clara | 474.00 | 249,968.00 | 396,536.00 | 146,568.00 | 309.00 |
| Santa Cruz | 143.16 | 73,347.62 | 117,343.24 | 43,995.62 | 307.00 |
| Shasta | 127.00 | 56,647.80 | 98,324.80 | 41,677.00 | 328.00 |
| Sierra | 14.00 | 6,624.00 | 10,871.00 | 4,247.00 | 303.00 |
| Siskiyou | 153.00 | 70,471.04 | 121,170.56 | 44,829.23 | 304.00 |
| Solano | 147.63 | 76,585.49 | 121,170.56 | 50,699.52 | 331.00 |
| Sonoma | 325.37 | 159,540.59 | 264,463.36 | 104,922.77 | 322.00 |
| Stanislaus | 268.53 | 140,896.00 | 224,223.16 | 83,327.16 | 310.00 |
| Sutter | 60.00 | 28,571.10 | 48,235.60 | 19,664.50 | 328.00 |
| Tehama | 92.50 | 42,284.31 | 73,160.92 | 30,876.61 | 334.00 |
| Trinity | 24.00 | 10,620.72 | 18,213.72 | 7,593.00 | 316.00 |
| Tulara | 372.33 | 191,942.28 | 307,340.88 | 115,398.60 | 309.00 |
| Tuolumne | 54.33 | 25,807.46 | 43,238.44 | 17,430.98 | 321.00 |
| Ventura | 157.63 | 80,133.60 | 130,104.52 | 49,970.92 | 317.00 |
| Yolo | 87.48 | 45,344.99 | 71,608.04 | 26,263.05 | 300.00 |
| Yuba | 61.00 | 29,544.00 | 48,559.56 | 19,015.56 | 312.00 |
| | $15,474.00 | $8,252,647.41 | $12,875,344.16 | $4,622,696.75 | |

Maud I. Murchie, supervisor-teacher of training courses in home economics, State of California; James A. Barr, of Sierra Educational News; Harr Wagner, of Western Journal of Education, have been selected as judges in the prize essay contest on Beet Sugar, the Perfect Sweetening, as presented in the pages of this Journal.

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The first time I read an interesting book it is to me just as if I had gained a new friend; when I read over a book I have perused before, it resembles the meeting with an old one.—Oliver Goldsmith.


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## SCHOOL LIBRARY PROBLEMS

By Mary L. McKinley, Librarian

As problems confront us from day to day we often wish it were possible to rub Aladdin's lamp and whisk ourselves into position to talk over matters with one more experienced in such things, for it is by experience that we learn. Many of us are willing to profit by the experience of others and the best way to acquire this knowledge is by comparing notes.

This being the time of year when we are all more or less turning our thoughts toward book lists, it might be of interest to know where the lists for library book orders come from, and how they are finally made up. Doubtless most school librarians use somewhat the same method, differing only in particulars.

At the Santa Monica High School the bulk of the list comes through suggestions from the teachers of the different departments. Some time in March, each teacher who will, sends in to the librarian a list of books and magazines she wishes added to the school library for use in her department the following year. The lists are added to that of the librarian, who, as the year has progressed and the needs of the library are made apparent, has made note of that fact, and in making up the new list takes these suggestions into consideration, and makes up her list accordingly.

When the lists are all in they are first arranged by department, and then when possible the head of the department is asked to go over that department's lists with the librarian, and to make suggestions for additions and eliminations. In this way an attempt is made to keep the classes in balance, which is determined somewhat by the use made of the books during the past year and by future plans.

No book asked for by a teacher is ever intentionally left off the list by the librarian. True, suggestions made by the heads of different departments and the librarian regarding some of the books on the list are handed in with the list, but all elimination is done in the principal's and the superintendent's offices.

When the book list is finally approved it is returned to the library.

### No Accession Book

No regular accession book, as the term is understood, is used by the Santa Monica High School Library, and thereby a great saving of time is accomplished.

For each book to be ordered, a regular shelf list card is made, giving author, title, date, publisher, tentative price (in pencil), Congressional serial number, and the name of the teacher who ordered the book. These cards are filed by publisher and a separate typewritten list is made for each publisher. This list is then sent to the principal's office, who gives it his final o. k. and sends it on to the superintendent's office to be placed, in proper time.

### Arrival of Books

When the book arrives the shelf list card is ready, and all that is necessary is to add the call number, the actual price paid, and the date of arrival, which latter along with the copy number constitutes the accession number.

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## NEWS NOTES

At the Santa Monica High School we have tried to bring more of the strictly cultural side of education before our pupils. Through our Library Club, composed of girls of the upper grades, we have received exhibits from the Los Angeles Museum of Art. One exhibit, in which the boys and girls were particularly interested, was of wood cuts. As a part of the exhibit there was a book showing the different processes through which each cut must go.

We found that pupils not devoted to art used this book and then examined the prints.

Our art teachers have been very much interested and have sent their pupils to the library to benefit by these pictures.

---

The Redondo Beach Union High School Library has been in charge of Miss Harriet L. Messenger this year, in the absence of Miss Edith M. Schulz, who is attending the New York State Library School in Albany, New York.

Approximately three hundred students daily use the library for reference and study. The daily circulation of books is about fifty. The number of volumes in the library is twenty-nine hundred. Three hundred of these have been accessioned since September.

---

Filling the needs of the business men and creating a spirit of helpfulness and co-operation, Charles F. Wood, city librarian of San Jose, has begun the plan of taking books of business nature to the Chamber of Commerce and issuing them there to the men. Announcement of this new system was made at a luncheon recently and thirty books were placed on the shelf ready for distribution. The material issued is on advertising, business statistics, psychology of management, trade, printing, filing and other suitable subjects.

---

Walter Bachrodt, superintendent of San Jose, is using the Terman tests on all eighth graders to classify them for high school work. About 670 pupils have been tested to date. They will be grouped according to the tests for the new semester, which begins in February.

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# "NOW"

By James M. Malloch

**The Marriage of England's Daughter:** The most graceful event of the month was the marriage of Princess Mary and Viscount Lascelles, and the most touching part of this event came at its close. In the language of the newspaper reporter: "The King and Queen remained seated until the bride and groom had left the Abbey, and as they moved down the aisle the eyes of their majesties followed them with fond looks, to be found only in a parent's eyes." Parenthood makes marriage sacred. The home is the greatest and oldest institution on earth. It is the foundation of empire and the cornerstone of civilization. A great writer once remarked, "A man never travels so far that he gets beyond the shadow of the old homestead, and most men never rise higher than the ideals worshipped there." May the Princess say concerning the King what the daughter of Charles Dickens said concerning her brilliant father, "No other man ever approached him in my affections." May the Princess say concerning the Queen what Thomas Carlyle wrote to his aged mother, "May God reward you, dearest mother, for all you have done for me. I never can."

---

Here is the secret of a successful schoolroom: It is home-like. The greatest compliment any boy can pay his teacher is to call her "mother." George Herbert affirmed, "One good mother is worth one hundred schoolmasters." I would pay a tribute to the teachers of California and America who are working in the motherly spirit. For them I would weave a garland of light and bring endless praises to crown their heads. They alone are qualified to focus the sunlight of knowledge into the budding soul.

---

**Pius XI:** Once more a mortal has ascended the chair of infallibility. But apart from any grace which may come to him by virtue of his office, the new Pope is a very wise man. He began his career as a parish priest among the working classes and has now received the greatest honor which the Roman Catholic Church has to bestow. The Holy Father surveys the world from a mountain peak of experience and he came thereto by toil. Roosevelt used to say, "I pity no man because he has to work. If he is worth his salt, he will work."

The democracy of Pius XI touches the American heart. We agree with Cardinal O'Connell when he remarks, "More than any recent Pope, he will understand America."

The election of the new Pontiff places him at the head of a vast educational system, extending world-wide. All Catholic schools and colleges have one purpose, viz.: the spreading of Christian education. Religion is one of the two powerful forces which have dominated civilization. The other is the economic. Without doubt these forces will continue to shape the history of the race and any educational system which proposes to control human destiny in any measure must root itself firmly in these fundamental interests. Educators who propose to rely solely upon sociology and community civics to mold civilization should take this fact to heart.

---

**Science and Emotion:** We have heard it said that no question is ever settled until it is settled right, but the events of the last few weeks would seem to indicate that no question will ever be settled as long as the freedom of thought and speech is maintained in the world. The newspapers report that Dr. John R. Straton, a Baptist minister, is leading a campaign for the elimination of Darwinism teachings from the public schools of New York City, that William Jennings Bryan refuses to trace his ancestry to an anthropoid ape of prehistoric times, and that Wilbur Glenn Voliva of Zion City, Ill., announces that the world is flat. There must be something in the Oriental theory of transmigration. How else can we account for the mental make-up of these gentlemen who would turn the hands of the clock backward and re-establish the science of a bygone age?

But we would not be too harsh on these orators. The secret of an orator's success is emotion, and the world has need of its emotional giants. Possibly our age needs the man of feeling even more than the man of science.

---

**Millions for Stanford:** The alumni of Stanford University are organizing a campaign to raise the "first million for Stanford." We can conceive of no better use for a million dollars than the endowment of a great institution of higher learning whose purpose, in the language of President Ray Lyman Wilbur, is "to educate its share of future citizens, set standards, try experiments, follow the truth wherever it may lead, to help bring the intellectual life into useful relationship with society."

---

**Woman's Sphere:** Dr. Aurelia Henry Reinhardt, in an address on "Leadership Through Education" delivered before the American Association of College Women, said: "Today in a land where all women inherit civic responsibility, where professions and businesses are open to all comers without distinction of sex, leadership through direct influence is woman's unchallenged heritage." Dr. Reinhardt is the president of a college which achieves importance through specialization and publicity. Mills is the only woman's college in the State of California—the state which from the everlasting mountains on the north to the Mexican border on the south overlooks the last great sea of history. And this institution, thus situated in unconquered territory, does not hesitate to


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That has a feather's weight of worth,
Without a woman in it."

---

Bishop Thomas F. Gailor, president of the National Council of the Episcopal Church, ventures the opinion that "the eighteenth amendment was a mistake" and the Volstead law should be modified. Take courage, bishop, the United States is not the first nation of history that has had an intelligent criminal class and progress is never made by taking a step backward. Take courage:

"Truth crushed to earth shall rise again;
The eternal years of God are hers;
But error, wounded, writhes in pain,
And dies among his worshippers."

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The superintendents have just closed a great convention. Some day the common school teachers of America will meet together and determine what the public school system shall be. Then will the rainbow of the promise of a better day and a matchless education spread itself upon the heavens.

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Tomorrow morning when you open the door of your classroom a great honor awaits you. A little boy, with a book under his arm and the flush of the morning sun on his face, will look up into your eyes in search of the one thing that he needs—sympathy. In forty years this boy will become the author of a successful book and the head of a great business enterprise. Sympathy will make it thirty years. I quote, "Tennyson refrained from writing for ten years because of certain mean, cruel and unjustifiable criticisms written by certain literary critics who were not worthy to mention his name." Don't criticise. Be sympathetic. Walking on the street one day Michael Angelo met a little boy who, producing a dirty piece of brown paper and an old pencil, asked the great artist for a picture. Michael Angelo sat on the curbstone and drew the picture. The spirit of sympathy which draws a man to the curbstone will also lift him to a place among the immortals. Breathe out sympathy!

---

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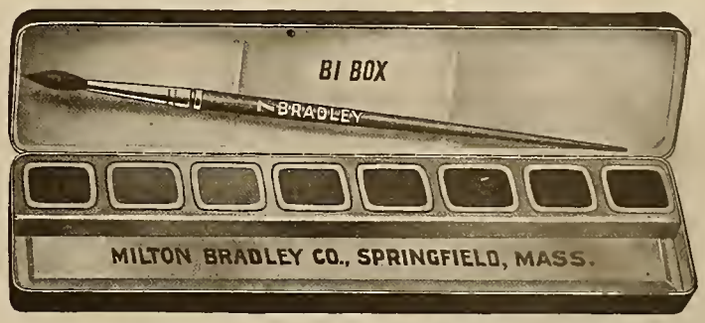


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## THE N. E. A. THROUGH THE EYES OF THE SUPERINTENDENTS OF BERKELEY AND OAKLAND

By Ruth Thompson

How to raise money for the schools was the big question discussed at the meeting of the National Education Association at Chicago which closed its sessions on March 2, according to Superintendent Harry B. Wilson of Berkeley.

"It was agreed that the schools could never get along with less, but would need more money in the future," Superintendent Wilson said. "The question is, how are we to get the money? The fundamental suggestion was made by Professor Seligman of Columbia University when he advised that a tax be levied on incomes rather than on property so that people would get all the results of property."

The Chicago convention was declared by Dr. Wilson to be the greatest meeting of the year. He attended the meetings of the Department of Superintendents. There were eleven meetings conducted simultaneously. These other sessions included teachers of education, normal school presidents, elementary and high school principals, deans of women, department of state superintendents and others.

Five aspects discussed at the convention, according to Wilson, were:

1. What results does the American public expect from the schools?
2. What is the public willing to pay for these results?
3. What improvements are needed in physical equipment to produce the required results?
4. How are we to finance the project?
5. What future developments are evidently coming in American education?

The discussion of these subjects proved profitable and in some cases inspirational.

"Selling the Schools to the Public" was the subject of the address delivered by the Berkeley superintendent. This address was apropos to one of the keynotes of the convention—that the schools should be properly financed—that there should be no economy in training children for citizenship.

"Just as the successful merchant must interest and convince the public that it is desirable to spend money for his merchandise, so must those responsible for public education interest and convince the public that it is wise to spend the money needed for the schools," declared Wilson. "The church, the Christian associations and all other social agencies which are dependent upon public approval for their financial support, face a similar problem."

The problems of educational salesmanship, as the speaker called it, were dwelt upon from every angle. The schoolmen were advised that the public, including all newcomers in a community, should be kept informed of school affairs; that the schools should be constantly readjusted to meet new changes in the community; and that this should hold good in every subject in the schools. It was advised also that both costs and results should be kept before the public as well as the value of the work being done educationally.

Four lines of fundamental procedure were mentioned which it was desirable to employ in working with the public. They were: reasonable use should be made of expert opinion; successful practices in use which are not employed in the local schools and which promise improved educational advantages should be presented to the public; large attention should be paid to presenting to the public the results its schools are securing; much more extended co-operative relations with citizens who are interested in improving their community in all possible ways should be established by the schools than generally obtains.

"In closing," the speaker said, "let me remind school boards and administrators every place that only those school procedures and results can be sold permanently in any community or state which are actually worthy. Not many school authorities expect to finance smoothly even the most worthy undertakings unless they have been presented to and are kept before the public so that they know and are definitely convinced of their worth and genuineness. While the duties and responsibilities of school authorities are many, this task of leading the public in the understanding and support of the best school system which can be conceived for and financed by any community, is a primary duty which no school administration may neglect. The discharge of this duty is an indispensable prerequisite to all other efforts and so must receive first attention if the progress and security of our public schools are to be maintained in keeping with the progressive evolution of modern social, commercial and political institutions generally."

Chicago as a convention city for school men was lauded by Superintendent Wilson.

"It is central for all, it is big enough to accommodate many without inconvenience of any kind, and the hotels are not congested," he stated.

### Superintendent Hunter's Report

Fred M. Hunter, superintendent of the public schools of Oakland, is vice-president of the executive committee of the National Education Association. He appeared on the program of the convention and led in a discussion before the department of the elementary school principals, aside from his other duties.

In discussing the convention Superintendent Hunter said:

"More than five thousand superintendents, state, city and county, from all over the United States, together with many supervisors and teachers as well as some members of boards of education, were present at this meeting. A whole-hearted consideration was given at the general sessions as well as the sectional sessions to the largest and most fundamental problems facing the public schools of this country. There was very little tendency on the part of the superintendents to regard their field as one technically separated from the other fields of education as had been the case two years ago and again at the Atlantic City meeting last year. The chief problems considered were the following:

"1. How shall the public school system of the United States be adequately financed?

"2. What application shall be made of the measurement of intelligence and of the results of teaching to school administration and supervision and classroom methods?

"3. How can we best make the work of the schools and classroom instruction fit for life?

"4. How can school-house construction be adapted to the development of modern educational methods?

"5. What part shall the nation take in developing a thoroughgoing system of public education?

"To the problem of adequate financing of the public schools, some of the best speakers and thinkers in the United States were assigned. They raised the questions: Should the cities and communities of the United States undertake any heavier tax burden than they are now bearing? Is it possible to finance a school system that will give to every child in the United States an education through the period of his youth? The answers seemed to be clear that as a democratic people we cannot afford to do anything else, even though a public school system organized to meet this end will cost much more than the one we now have in the United States. The evidence seemed conclusive that some reorganized system of taxation must be brought about which will more equally distribute tax burdens and bring in revenues which are not now available for this purpose. To this end a department of research has been established by the National Education Association with headquarters in Washington, and a Californian, Mr. John K. Norton, of San Jose, formerly of Oakland, placed at the head of it. The department of superintendence has undertaken definitely to finance a research program to ascertain the best means of financing our schools and of reorganizing them upon as economical a basis as possible. The speakers upon this subject were among the best in the coun-


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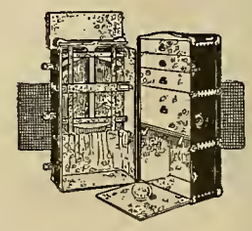

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try, a leading state superintendent, Dr. Finegan, of Pennsylvania, being the chairman of this particular session. Among the speakers was a distinguished member of the Board of Education of Cleveland, Ohio, Mr. Mark Thompson, who has very ably assisted in financing the great program of the Cleveland schools.

"A discussion of the second problem, namely, 'What application shall be made of the measurement of intelligence and of the results of teaching to school administration and supervision and classroom methods?', crystallized around the questions: How shall we make teaching do the most for all classes of children? How shall we apply courses of study and methods to children of different abilities? Research departments from many states and from cities throughout the East and Middle West were represented. One of the best publications distributed at the Chicago meeting was a treatise upon this subject, namely, the Yearbook of the National Society for the Study of Education. The discussions at the sessions assigned to this topic as well as the treatment in the articles of this yearbook show very conclusively that the trend to make education fit the varying abilities of children is decidedly pronounced in all parts of the country. Our own 'three track' program of promotions in Oakland, our special classes for different types of children, are apparently strictly in keeping with the general trend of modern education.

"The problem of how to make the schools fit best for life was the subject of a series of conferences on classroom methods. The study of life problems, problems of community health and hygiene, the use of applied science, and the use of classroom subjects in solving them were treated thoroughly. A most notable speech upon this subject was made by Dr. William Kilpatrick of Columbia University. The conclusion was unmistakable to any thoughtful attendant at these sessions that the day of the domination of the traditionalist in the classrooms of America is over. It is evident that more emphasis than heretofore is placed upon thoroughness in the common branches. But that thoroughness is required because of its usefulness in solving the problems of life.

"Modern school construction was treated by some of the ablest architects and school men in the country, such as Mr. Perkins of Chicago, Dr. Condon of Cincinnati, and Mr. John Donovan of Oakland. Mr. Donovan's presentation of the subject, "The Contribution of California to School Architecture", was unique. He presented an inimitable series of slides showing school buildings from many parts of California of the most approved type. Among the slides were several from Oakland. He finished with a motion picture film showing many of Oakland's schools and the modern uses to which they are put. This is the first time at a meeting of the department that such an up-to-date display of the use of school construction has been given. The motion picture has not been used before to my knowledge in the history of the National Education Association. A remarkable exhibit of school building plans and specifications from all parts of the country occupied one floor of the Leiter Building, where the commercial and educational exhibits of the department of superintendence were on display. Very valuable suggestions were to be gained from inspection of these exhibits of plans and specifications of modern school buildings.

"The approval of the department of superintendence of the Towner-Sterling Bill, which had been given virtually unanimously for three years preceding the Chicago meeting, was made an issue by a group of superintendents. It was reported that the superintendents would not again approve the measure. One session was devoted to a symposium which virtually amounted to a debate upon the subject. The proponents of the measure were evidently eminently successful, for when a resolution was presented at the last business session calling for a re-endorsement of the Towner-Sterling Bill, it was carried unanimously. The department went on record as being against federal control of state or local school systems, but the Towner-Sterling Bill was held to make ample provision to prevent such domination and according had the unanimous support of the convention at the final session.

"At the close of the sessions of the convention, our own distinguished state superintendent, Mr. Will C. Wood, delivered one of the most notable addresses of the entire session, stating the program which the modern school should attempt to carry out in its attempt to train all American youth for good citizenship. The superintendents who heard this address generally regarded this statement as one of the best that has ever been made upon this vital subject."

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Myrta Lisle McClellan of the University of California, Southern Branch, has been appointed by the State Board of Education to be chairman of the committee to prepare a course in geography for the state. Miss McClellan is an open-minded, unprejudiced student of geography, and belongs in thought producing rather than fact memorizing methods. The following record shows she is splendidly equipped for the work: B.S., University of Chicago, 1913; instructor in physiography, high school, University of Chicago, 1906-08; fifth grade critic, elementary school, University of Chicago, 1908-11; instructor in geography, Illinois State Normal University, 1912-13; instructor in geography and supervisor of practice teaching in geography, Los Angeles State Normal School, 1913-19; instructor in geography, Southern Branch, 1919-21; assistant professor, 1921.

---

Harry Bruce Wilson, superintendent of Berkeley, will be one of the lecturers at the University of California summer session. He has a splendid educational background for one who is so progressive. Here is his record according to catalog: A.B., Indiana University, 1895; M.A., Columbia University, 1905; LL.D., Washburn College; member summer session faculty of University of Kansas, 1915; University of Nebraska, 1916; University of Oklahoma, 1917; University of California, 1919-20; Columbia University, 1921; district schools of Indiana, 1895-97; principal of the high school, Salem, Indiana, superintendent of schools, Franklin, Indiana, 1902-07; Decatur, Illinois, 1907-13; Topeka, Kansas, 1913-16; Berkeley, 1918. Author: Motivation of School Work, Training Pupils to Study, Redirection of High School Instruction (with H. G. Lull).

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Dr. Harold W. Fairbanks, author of The Home and Its Relation to the World, "California" and "Topical Outlines of the Continents," books developed according to problem method, has been much in demand as a speaker upon his conception of the problem method in geography.

March 13 H. G. Clement, superintendent of Redlands schools, had him appear before his teachers of geography in class demonstration and discussion.

March 14 Ira C. Landis, superintendent of Riverside county schools, had him visit county schools. At 4 o'clock, A. N. Wheelock, city superintendent of Riverside schools, had him appear before his teachers.

March 15, G. H. Jantzen, superintendent of Colton schools, had his teachers hear Dr. Fairbanks, and Percy R. Davis, superintendent of San Bernardino schools, had him discuss his idea of problem treatment.

Dr. Fairbanks made a very agreeable impression in his various discussions and the teachers felt they had heard something worth while.

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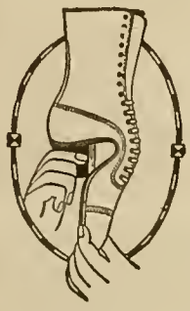

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### AN APPRECIATION FROM THE WHITE HOUSE

Mrs. Harding, wife of the President, has written Ella Sterling Mighels and speaks of Wawona as "the wonderful Indian woman." The President and Mrs. Harding expect to take the trip to Alaska, and to see first hand the scenes so graphically described by Mrs. Mighels. Wawona will become one of the most popular of Indian stories. There is a wide interest in the story, especially by school children.

---

President E. P. Clark of State Board of Education writes of "Comrades of the Desert" in Riverside Daily Press, March 20, 1922, as follows:

"Comrades of the Desert" by Ruth Thompson, has proved so popular with California young people that the publishers, the Harr Wagner Company faSan Francisco, have gotten out a second edition of the book. The author tells in an interesting and instructive way a story of the experiences of four boys on the Mojave desert who were earning money to go to high school. Incidentally their story is made the medium of much valuable and readable information on desert life, its flora and fauna and its peculiarities of climate. The book deserves wide use in Southern California schools as supplemental reading material, for the children of our towns especially are ignorant of the wonders of the desert and its charm to ambitious and enquiring youngsters. The book is illustrated by photographs by J. Smeaton Chase, the famous artist of the desert.

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## THE VALUES OF THE SECRETARYSHIP AS A VOCATION FOR TEACHERS

By J. Evan Armstrong

The position of private secretary offers returns to the mentally mature type represented by the teachers not to be found in any other one employment objective. The duties are of such a character as to develop independent thinking and initiative as a training for a more and more responsible type of work.

It offers opportunities to learn business procedure from the ground up—its problems and policies—by daily contact with successful business men. It offers opportunities of advancement from duties of the lower to those characteristic of the work of the highest executive class.

Daily contact with forceful personalities develops desirable business traits, makes a favorable impression upon the businessman and his customers possible, and results in the establishment of friends with members of the more important executive class. This is very important, since opportunity for advancement is not limited to a single organization as in many callings, but is as wide as the influence of business itself.

Moreover, by reason of the character of the responsibility involved, the compensation is very much more satisfactory than for other lines of work. For the stenographer and bookkeeper the wage is determined by the volume of output, is semi-mechanical in character, and is within a large competitive group, whereas the work of the secretary is creative and varies in character as widely as the responsibilities of the executive class itself, and represents a very small business group with no limitation as to the possibilities for advancement.

These, however, are not the only values represented by secretarial procedure. The secretary, acting as the buffer between the businessman and the public, represents a very necessary, desirable, and efficient type of citizenship. The secretary is absolutely necessary in lifting the burden of responsibility and worry off the shoulders of the high salaried executive. She increases his efficiency by reason of her independent thinking, contributions of any ideas as to business policies and methods of handling routine and executive problems, by dependable execution of the orders of the executive, and by the assumption of the burden of the major portion or all of the routine work. She prevents the useless waste of the executive's time and energy through the supervision of telephone calls, visitors and the care of the greater part of the necessary correspondence.

## THE FOUR R'S IN ALASKA

By Ruth Thompson

Having made his report before the committee of appropriations for the Department of the Interior in Washington and secured a probable appropriation of $30,000 for alterations and repairs and for an engine for the U. S. S. Boxer, which is to ply between Seattle and Alaska with government supplies for the schools, W. T. Lopp, superintendent of education of the natives in Alaska, passed through San Francisco recently en route from Washington, D. C., to headquarters in Seattle.

Items for the new schools in isolated villages in Alaska, which to date have no school facilities, convinced the committee, according to Mr. Lopp, that an appropriation of $30,000 would go farther if the U. S. S. Boxer were to have necessary alterations and repairs and a Diesel engine installed. The sailing vessel is one which the navy transferred to the Interior Department for this work last year. The committee acted favorably on the recommendation. They have amended the wording of the appropriation so that if the bill passes both houses, as reported, the vessel may be put into operation this spring.

"The vessel will not be of use as a means of transporting supplies only," Mr. Lopp said, "but it will be an educational feature, as it will be manned with natives, except for the captain, mate and chief engineer. Three-fourths of the natives live on the beach, so that the training in navigation and marine engineering will be of the most practical kind."

Among other practical innovations instituted in the Alaskan educational scheme by Mr. Lopp is the system of apprenticeship in the raising of reindeer.

This adds another R to the already existing three R's in the north. The four R's are: reading, writing, arithmetic, reindeer.

The system of apprenticeship in the raising of reindeer for domestic service is an endless chain. The apprentices trained by the government are pledged, as their herds increase, to attach apprentices from their own people and reward them as they were awarded in the first place.

When the apprentice which the government has started in the reindeer business has between fifty and one hundred in his herd, he is pledged to take on an apprentice. When the herd has increased to 150 or 250 head, a second apprentice must be added. An additional hundred calls for a third, and so on. Each apprentice serves for four years. He is then given a herd of his own and repeats the process of raising reindeer and starting other apprentices.

This training is particularly good for the natives in Alaska, as by nature they are not pastoral but are inclined towards hunting and the life of the coast, the government man states.

W. T. Lopp has been working in the schools in Alaska for the past thirty years. He was placed in charge of the government system of education in 1910. Though his headquarters are in Seattle, he makes frequent trips to his schools in the north. There are about seventy schools operated by the government. A teacher who goes there must not only have the necessary qualifications for school work, but must be a good social worker. She must be able to enter into the homes of the Eskimos and Indians and help them in times of sickness and also train them somewhat in the keeping of their homes. Some of the teachers go in the far north where it is dark for several months of the year. Teachers must pass civil service examinations for this work.

One of the recent achievements of Mr. Lopp's is the writing of a charming book for children, "White Sox." It tells of the domestication of the reindeer and of the use they are to man. The book is interesting as a story and instructive. It is to be published by the World Book Company and will be the second of the animal life series, "The Story of Matka," by David Starr Jordan, being the first.

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## JOURNAL NOTES

Charles Hughes, city superintendent of the Sacramento schools, was one of those who attended the meeting of the National Education Association in Chicago.

Under the direction of their principal, Mrs. June Schley, the pupils of the Emerson School in Bakersfield are editing a school newspaper. The first edition was issued in February. The paper is to appear monthly. The paper, which is called "The Emersonian," is gotten up by the children themselves in the various departments of their grade work. The departments included almost all those of the ordinary newspaper. The news gathered and written by the children showed that they possessed that quality known as "a nose for news." The articles were well written in the first issue and there are a few advertisements. The paper shows talent, good training and organization, aside from the news angle.

Mrs. Helen B. Keller has resumed her position as head of the adjustment department in the training school at the Southern Branch of the University of California. During the fall Mrs. Keller was connected with the state commissioner of elementary schools, Dr. Margaret S. McNaught, in her work.

Superintendent Alfred Roncovieri has returned from Chicago, where he attended the Superintendents' Convention of the N. E. A. Superintendent Roncovieri is noted for being one of the most attentive listeners at these big conventions. He makes his attendance a matter of strict business and is just as faithful as he expects teachers to be at the regular institutes.

The University of Oregon announces as its principal attraction Edwin Regan Snyder of California. We did not at first recognize the name, especially the "Regan" part of it, but the combination of Regan and Snyder certainly shows the true American spirit.

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The Eighth Annual State Exhibit of California wild flowers will be held at the St. Francis hotel in San Francisco, on April 20 and 22, inclusive. This is always a most interesting affair and had its inception at the Panama-Pacific International Exposition in 1915. It is given under the auspices of the Wild Flower Conservation League, directed by Bertha M. Rice. The work is sponsored by such well known educators and scientists as David Starr Jordan, Benjamin Ide Wheeler, Dr. Aurelia Henry Reinhardt, Dr. William Frederic Bade, Luther Burbank, and others. Flowers for the exhibit are gathered with great care by flower lovers in all sections of the State, and sent to the exhibit, where they are classified by scientists from the universities, under the direction of Mrs. Roxana Ferris and Dr. Leroy Abrams of Stanford University. Many school children have gathered rare specimens under the guidance of their teachers and sent them to the State Exhibit. Last year over five thousand San Francisco school children, in company with their teachers, visited this marvelous display of California's wild flowers, and became interested in the movement seeking their protection. The Wild Flower Conservation League has done excellent work in the state. It was responsible for the bill passed by the recent California Legislature for the protection of the beautiful toyon, or Christmas berry, which was being slaughtered along the highways and elsewhere by automobilists and such vandals. An educational campaign is now being conducted, through schools, clubs and many organizations, to stimulate an interest in the protection of certain wild flowers which are being rapidly destroyed. The State Exhibit aims to stimulate public interest by showing the variety, beauty and value of the native flowers. Any one desiring to contribute interesting specimens from their section, to the State Exhibit, should communicate with "Mr. Roland Rice, care of State Wild Flower Exhibit, St. Francis Hotel, San Francisco." When sending flowers they should be cut, never broken. It is best to gather them when the heat of the day is over, immerse the stems in a jar of cold water over night; in this way they will absorb plenty of moisture; roll lightly in damp newspaper; wrap securely in pasteboard box, and send by mail, care State Wild Flower Exhibit, St. Francis Hotel, San Francisco

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## A WOLF THAT LURKS

### Being a Hint of One of the Besetting Dangers of the Schoolroom

By E. J. Hardy
Secretary, California Optical Company of Berkeley

On a bright, sunny afternoon the schoolroom was busy with its usual recitations and it became Willie Strong's turn to read his paragraph.

Now, Willie was strong by nature as well as by name, but he stuttered and hesitated over words that were neither new nor difficult, and becoming thoroughly embarrassed he finally came to a dead stop.

The teacher was surprised, as she had always thought Willie a bright pupil and one who always prepared his lessons faithfully and was somewhat at a loss to understand why he should make such a poor showing. She asked if Willie had prepared his lesson and Willie said, "Yes, teacher, but the words seem to chase each other over the page."

When school opened Willie had had his vision tested and was marked "normal" by all the school tests he was subjected to. The teacher excused Willie, but suggested that he ask his parents to have his eyes thoroughly examined. About a week later Willie appeared with a shiny new pair of glasses and no more words "chased themselves over the page" from that time on.

The reason underlying the above incident is simple of explanation, although it bears the long appellation of "latent hyperopia." As before noted, Willie had passed the vision test as perfect; still he had an eye defect lurking underneath the surface which was only awaiting an unusual amount of close application of the eyes, or a little indisposition of Willie's stomach to make itself evident. The chief danger of this type of eye defect is that it seldom shows as a defect of vision, but is covered up or "latent" by the exercise of a little muscle inside of the eye which produces the worst condition of eye-strain and nerve fatigue.

When a pupil tilts the head or screws the eyes up when looking at book or blackboard, or lays the book on the desk and stoops over it, or mis-calls words when reading aloud, it is a fair indication that the eyes are only maintaining clear vision by exerting an unusual amount of nervous strain. These symptoms should be observed and the parents notified, as glasses worn while under the exacting conditions of school-days may be discarded later in life.

Although a visual test will uncover the worst cases of eye-strain, there are many cases of this latent defect that require a thorough examination to determine its existence and its correction. The eye is an organ, it should be remembered, that is used during all the waking hours and may be under this undue strain even when looking at a distance (a condition of rest in the normal eye) as well as when poring over a copy-book.

In these days of conservation of energies to produce individual efficiency, the saving of energy in the eyes of the young is of paramount importance.

Watch out for the wolf that lurks in the woods; he is one of the ravagers of efficiency.

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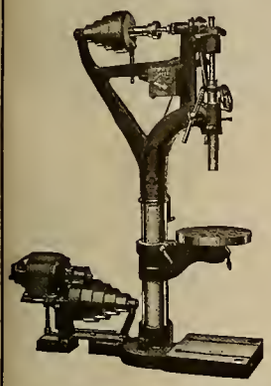

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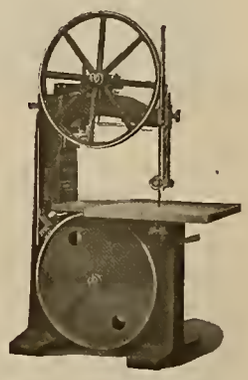

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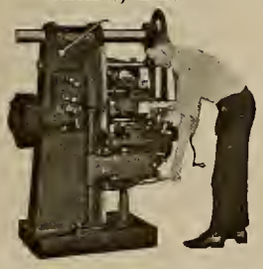

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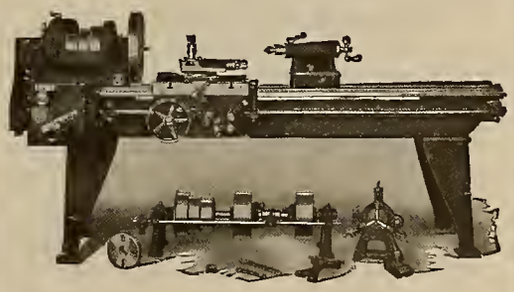

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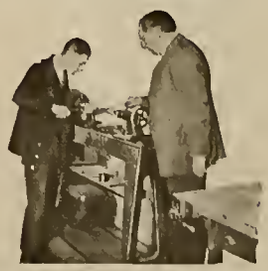

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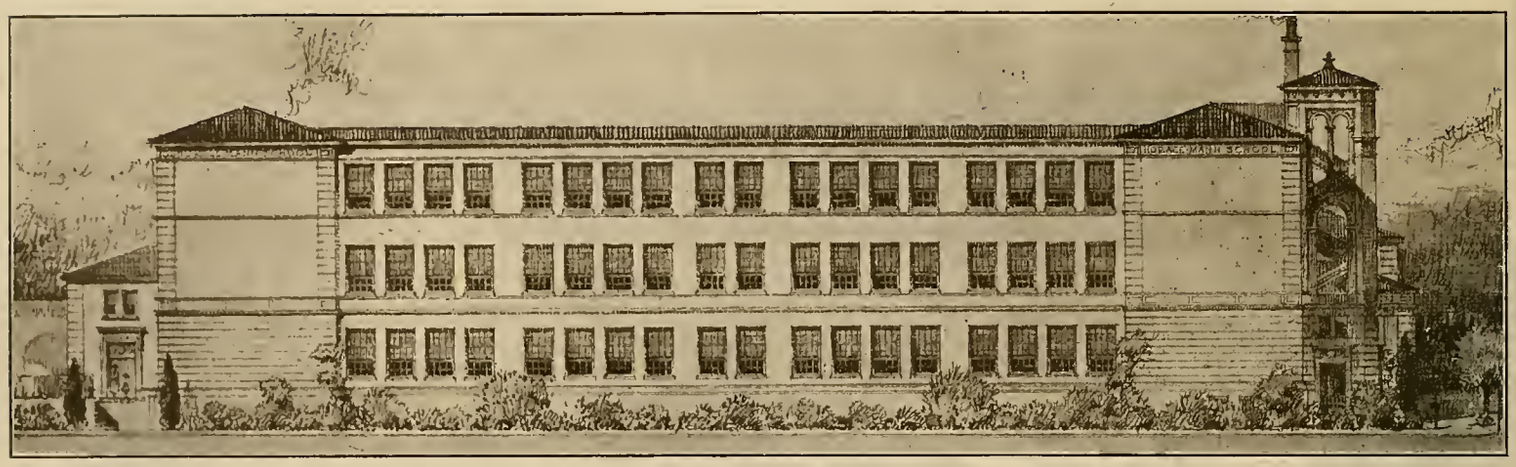

Horace Mann School; R. D. Faulkner, Principal, John Reid, Supervising Architect

## THE NEW HORACE MANN SCHOOL BUILDING OF SAN FRANCISCO

Work on the new Horace Mann school on Twenty-third street, between Bartlett and Valencia streets, San Francisco, will begin in April. R. D. Faulkner, principal of the school, and John Reid, architect, expect the building will be occupied in August, 1923. The final drawings of the school were approved by the Board of Education last February. The building will cost approximately $400,000.

This program has called for the housing of a junior high school organization and the plan is the logical result of the interpretation of that program. The scheme is divided into four groups—first, the main or academic building; second, the auditorium; third, the gymnasium; and fourth, the shop group. The academic building is a three-story, fire-proof building. It faces and runs parallel to Bartlett street and has east and west class rooms with a central corridor. There are twenty-four class rooms, two of which are especially arranged for science work. The other special rooms are the domestic science suite of cooking, laboratory and practice dining room, sewing room, two freehand drawing rooms, science lecture room and general science laboratory. On the first floor are located the administration offices for both the day and the night school, a clinic, teachers' lunch room and nutrition kitchen.

The auditorium has a seating capacity of about seven hundred and is provided with a balcony, stage and dressing rooms.

The gymnasium is of the open-air type and is roofed over in order that it may be used in rainy weather. Its dependencies consist of girls' shower and dressing rooms on north side and boys' shower and dressing rooms on south side.

The shop group consists of three shops, a shop yard, two mechanical drawing rooms, a freehand drawing room and a metal working shop. The shops and gymnasium have been placed along Valencia street because these elements will be less disturbed by the noise of the traffic and their buildings will form for the play yard a barrier against the west winds.

Richard D. Faulkner, the principal of this school, has had a progressive career as an educator, and has an open mind for the new things in education. He was the first to introduce manual training in the public schools of San Francisco, and has always taken an active interest in progressive educational measures. He is now at the head of a great school, and it is fitting that he should be given this new school building, which will house one of the most efficient units in the San Francisco school department.

## CARPENTER'S NEW GEOGRAPHICAL READER

All those who are familiar with Frank G. Carpenter's books, of which it has been said, "Reading Carpenter is seeing the world," will welcome the new editions of South America and Europe. Though the books are primarily for children, they hold great interest for adults. They are really personally conducted tours through the countries mentioned. The revision of South America is a new work based upon up-to-date information gathered by the author during a recent tour of more than twenty-five thousand miles. Aside from the interest aroused in the actual reading of this material, one gets a working knowledge of the country through which the trips are taken, of the habits and customs of the people, of the industries, the commerce and the relation of that country to the United States. The personally conducted tour through South America takes one from New York City, through the Isthmus of Panama, to each South American country. The reader on Europe, instructors and travelers will be glad to know, is the new Europe after the war. Questions and problems are included in both volumes. The books are well illustrated. (American Book Company.)

## TRAINING IN COMMERCIAL SUBJECTS

The marked increase in the demand in secondary schools for so-called commercial subjects—typing, shorthand, bookkeeping, business procedure, business organization, economic geography, economics, business Spanish and French—has created an unprecedented demand for teachers of these subjects. If the colleges and universities should persist in holding to the idea that it is not their proper function to give teacher training courses in the technical business subjects it is obvious that the teachers of these subjects must enter the teaching field with exactly the same training in the technical business subjects as is given boys and girls in the secondary schools in preparation for the minor clerical positions. A large per cent of the boys and girls will find it impossible to take a college course. Every effort should be made to reach these boys and girls in the secondary school in the most effective way by supplying them with instructors with the highest type of training. This is especially true of the group of students in the commercial departments. If science, history, language and mathematics are recognized as requiring a high grade training why should not the commercial subjects be so recognized? Are the commercial students getting a square deal?

From twenty-five to thirty per cent of the students are enrolled in the commercial departments of our high schools. Where is the supply of teachers, adequately trained, to be sought? The technical subjects listed in the first sentence of this letter are taught in many schools by teachers with little academic training. These very teachers are the ones who most insist upon the need of college and university courses that will offer both academic and technical subjects from the teacher-training point of view. They are keenly aware of the inadequacy of their own preparation. Many of our higher institutions are extending their business courses. That is good, but the real need is an opportunity in the departments of education for the prospective teacher in commerce to receive training, not in how to type, but in how to teach typing; not in how to write shorthand, but in how to teach shorthand; not in how to proceed in a business office, but in how to teach business procedure.

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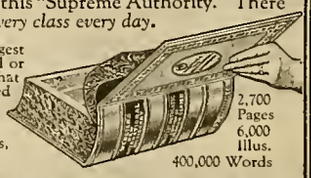

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## TULARE COUNTY TEACHERS' INSTITUTE

The fifty-second annual session of the Tulare County Teachers' Institute was held at Visalia March 13, 14 and 15. Some 300 teachers were in attendance. Superintendent J. E. Buckman had arranged a well-balanced program of prominent outside speakers and members of the Tulare county teaching force.

Dr. Jose M. Galvez gave a very interesting illustrated lecture on "Chile and Its System of Education." Dr. James A. Francis of Los Angeles eloquently discussed the question of "Disarmament." Dr. C. E. Rugh of the University of California discussed "A Child Centered Scheme of Education" and "Development of Character." Dr. Rugh was at his best. More heart in education, more individualistic work and aims, a better appreciation of ends, a plea for an American educational system, a socialized school system were main points developed.

Dr. Tully C. Knoles of the College of the Pacific in his brilliant way gave a characterization of the members of the late Washington Conference. His picturing was vivid and with the art that is his he placed the various personages before the audience.

Superintendent Will C. Wood made two splendid addresses. In one he stressed the fact that the school teacher is engaged in selling futures in civilization, that uniform methods in education are a failure, that vocational education is expensive yet worth while, that school work should be made more human, that manners and morals be taught well, that more common, ordinary courtesy to one another be emphasized in the schools, that an understanding of world citizenship be attained.

In the other he said it is up to the teacher to prove whether he is worthy of his hire. The tendency is toward a reduction in salary; it will come unless the teacher through added zeal and labor convinces the taxpayer that he is worthy of what he receives. Mr. Wood wants wages to stay up because it means better teachers, better service to the boys and girls, and he believes the standards will not be changed, for the teachers are realizing their responsibilities.

Dr. Harvey L. Eby of the University of California discussed "The Pullon Society" and "Some Characteristics of Children."

Dr. F. W. Thomas of the Fresno State Teachers College talked on "The Plan of Project in Modern Education."

Dr. Herbert R. Stolz, state supervisor of physical education of California put his message across strong. The fine results from his work are commencing to show up tremendously throughout the state.

Glenn H. Woods of the Oakland schools, special investigator in music for the California State Board of Education, held forth with characteristic vim.

Interesting section meetings were held. Miss Irene N. Conley, vice-principal of Tulare high school, had charge of the English section; Mrs. Inez Crow of Visalia high school presided at the commercial section; I. D. Steele of Visalia had the history section; Miss Grace Bliss of Porterville, the girls' physical education section; Miss Ruth Olmstead of Visalia, the home economics section, and L. A. Thomas of Visalia, the language section.

Most excellent music throughout the sessions was rendered by the various schools. Tulare, Porterville and Visalia union high schools gave most creditable performances. Mrs. Mamie Luce and Mrs. Mary M. Bouldin, superintendent of music in Tulare county, had county children in excellent numbers.

## KINGS COUNTY TEACHERS' INSTITUTE

Miss M. L. Richmond held the Kings County Institute at Hanford March 13, 14 and 15. Great credit is due Miss Richmond for the manner in which she put the sessions across. A joint institute with the C. T. A. Central Section had been planned with Madera and Fresno counties to meet at Fresno on those days. On account of the influenza Madera and Fresno counties could not hold to the plans. So Miss Richmond in a hurry made her program and carried it out successfully.

Dr. C. E. Rugh, Superintendent Will C. Wood, Professor E. D. Adams of Stanford University, Dr. H. R. Stolz, state director of physical education, Glenn H. Woods, state supervisor of music, Miss Marian Powell, supervisor training school, Fresno State Teachers College, spoke at the sessions. "Our Arithmetic Texts were discussed by A. A. Belford, Pacific Coast manager of Rand, McNally & Company. W. Carins Harper of Winston Company discussed silent reading.

Many valuable discussions by Kings county teachers were held.


### THE USE AND ABUSE OF THE FEET

For years mankind has been walking about with a block under the rear part of each foot called a heel. Nature intended this sort of abuse by bringing the whole weight of the body upon the foot with a span like a bridge supported at each end, hence so many have more or less trouble arising from their feet. The Indians with their moccasined feet, uncivilized barefoot races, and sandaled ancients never had arch strain and could endure untold travel and standing with little tiring.

The demands of fashion and so-called style in footwear, constantly changing from high to low heels and back again, or perhaps to no heel at all, such as in house or outing shoes, strains the muscles and nerves of the feet beyond endurance, resulting in tired, aching limbs, feet and muscles, or finally **flat foot.**

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But it takes the little reader on imaginative flight: "Think of what an interesting story the boards of your house might tell if they could talk!" from the building of the house to its lighting, from shelter to clothing, to food, are steps that lead far afield over our country and into foreign lands.

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The child who rejoices in the *Just So Stories* will rejoice in this this new geography made especially for him.

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Miss Esta Aulman, supervisor of elementary education of Tulare county, had a very instructive exhibit at the Tulare County Institute.

S. J. Brainerd, principal of the Tulare Union high school, has on a campaign for a $150,000 bond election. The money is to be used in adding units to the high school plant.

William John Cooper, superintendent of Fresno schools, back from the Superintendents' Convention at Chicago, says Will C. Wood, superintendent of public instruction of the State of California, made the best address at the convention.

The beautiful new Florence Nightingale School, Venice, California. An 8-room unit showing the best of modern school architecture. One of the new buildings built under the superintendency of Lewis F. Ferrish of the Venice City Schools

## THE ROAD TO SCHOOL

By Lewis F. Ferrish

District Superintendent, Venice City Schools, Venice, Calif.

Between the home and the school lies—the road to school, and, to an experience of that space, some other things than a road merely.

Upon the ramifications thereof, rather than upon that road, lies much of the work of the attendance officer. To him, aside from his vocation, this road may provide his research in pedagogy, adolescence, childhood, vocational guidance, crime, sociology, and it may be a veritable ministry. He will avoid the extremes of being either "hardboiled" or sentimental if he faces the whole stream of morning faces as they pour, by the scores, up the entering steps and porticos, into the halls and the shops of the school. His files should afford, dear to the pedagogue's heart, data for inductive reasoning, upon some vital phases of education, such as the leaks at various points between grades 1 to 8, 9 to 12, and 13 to 16; or, such as the shifting of gears academic to vocational; or, such as the part played by excessively feminine education on boys; or, such as night-life and an 8:30 recitation; or, such as the value of a graduation diploma to any kind of an employer.

This road, between home and school, should mark the path of a shuttle's flight, reciprocating with increased interest to all, between the warp of home and the woof of school in a newly woven life of richer and gladder beauty. Sometimes the warp is rotten, or the woof is knotted and irregular and a possibility fails.

The compelling force of law, society's demand that her sovereign citizens shall know life and live it largely, is a constructing and effecting power of unique character. It gets action. It produces results. It terminates procrastination. It braces morale. It creates law in youthful citizens. It nips crime in the bud. It rejuvenates the generation nearly passed. It dignifies the profession of the educator.

Who knows the people as they really are? This has been answered thus: The lawyer knows them at their worst; the minister at their best; the doctor as they are. No one angle subtends all the sphericity and opacity of human nature, but this deponent has surely seen the good and the bad and the intervening shades in the detective's office, at the sick-bed, at the principal's desk giving excuses for absence, at the surprised crap game, in the plunge, swimming under water like an otter; and has seen it in fathers, absconding, deserting, working; and has seen it in mothers, step-mothers, foster mothers, own mothers, and just females; and has seen it in boys, with the wanderlust, with the itch, with stolen property, with a mule's kick in the under lip, with virginal scalps as their boast, with sophomoric seriousness, bearing the cross of the nations on their heroic road to fame; and has seen it in girls preening their plumage to the silver screen, or in maidens laughing gaily at the ripples their feet make where the brook and the river meet, or in strange feminine mysteries periling life, their own, and another's, and that of a generation hence, or in noble daughters filling the fair image of a glorious womanhood-to-be, fit for a nation's symbol as a Goddess of Liberty.

## WESTERN SCHOOL NEWS

The convention of High School Principals will meet at Pasadena, April 10 to 15. Hon. A. C. Olney, commissioner of education, will be in charge.

The twenty-seventh annual California Library Association meeting will be held at Coronado, June 12, 13, 14, 15.

Superintendent L. E. Chenoweth of Kern County has issued a fine bulletin on Arbor Day and School Improvements. His motto: "Let the school grounds of Kern County be the most attractive of any in the whole of California." This motto is a practical realization. March 7 was the day set apart for putting into practice, "He who plants a tree plants a hope." Superintendent Chenoweth's "Let us work with a smile and with the joy of spring in our hearts," has the true ring.

### State Board of Education Meet in Conference with Mark Keppel and Others in Geography Situation

The State Board of Education met in conference Monday, March 27, at Sacramento. Mark Keppel, A. J. Cloud and others were present. After considerable discussion it was decided that the shortage of text in geography could be relieved by using the new McMurray & Parkins advance book in sixth and seventh grades or in seventh and eighth grades, and a readjustment of the old Tarr & McMurray geographies would supply the need in other grades temporarily. The suggestion to print a small atlas with questions to form a basal book for geographical readers for fourth and fifth grades, to be furnished by the districts, was also considered favorably. The plan is to use the maps from the new McMurray & Parkins book recently adopted by the State Board of Education.

Mrs. Ella Sterling Mighels, author of the new book, "Wawona, An Indian Stor of the Northwest," and of "Literary California" and various other books, will be given a reception at the Sorois Hall, San Francisco, April 4th. Mrs. Mighels will read from her new unpublished manuscript, "Ar Vyvah, or Better Than Gold." Mrs. Mighels has thousands of literary admirers who appreciate the meeting in her honor.

Nineteen hundred and twenty-two summer sessions of California State Teachers' Colleges have their announcements in this issue. The State Department of Education has secured the maximum of efficiency with the minimum of expense in its group system of publicity. The importance of the summer session was never so effectively emphasized as under the present administration. Will C. Wood, director of education, and A. S. Heron, his assistant, are to be congratulated on presenting to the teachers such a fine cumulative effect of the summer session.

"Interesting Neighbors," by Dr. O. P. Jenkins, is written in a charming manner literally to the child—I tried it on 'em. I hadn't time to get the oak balls mentioned in the first chapter, but on mentioning it I found they were all familiar with it, so I read the first chapter to them. They listened eagerly and responded to it as something of their very own. It had explained a mystery to them. I am thanking you for sharing it with me and am ordering a copy.—R. M. Brewster, East San Diego.

"Interesting Neighbors," by Oliver P. Jenkins, Harr Wagner Publishing Company, price $1.12, is a book that will prove to be attractive to children. Librarians are looking for more animal stories for children. The schools are looking for books that go somewhat into detail concerning the striking characteristics of plants and animals. Children like to interpret in terms of their own experiences, the motives that seem to prompt the wondrous actions of the lowly creatures of earth, and it is well for this aids in interpreting himself.—J. Dean Simkins, East San Diego.

## THE PERFECT SWEETENING

Teachers and students will be interested in the offer of the Alameda Sugar Company and the Union Sugar to give $200 in cash prizes to students in domestic science classes in Oakland, San Francisco, Berkeley and Alameda. The compositions are to be sent in by April 30, 1922. The judges will be Mr. Harr Wagner, publisher Western Journal of Education; Mr. James Barr, publisher Sierra Educational News, and Maude I. Murchie, State supervisor teacher training courses in home economics. Particulars in full on page 2 of this issue.

## SHORT COURSES IN THE ARTS AND CRAFTS

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PAPER FOLDING and CARDBOARD WORK
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## BOOK REVIEWS

**Wordsworth, Poetry and Prose; Cowper, Poetry and Prose, and Charles Lamb, Prose and Poetry,** all with essays by Hazlitt and De Quincey. The books are three of a series of books for schools. They contain representative selections from the greatest authors with the best criticism of their work. The aim of the books is to rouse interest not only in the works of great authors, but also in the authors themselves. The handling of the material, as well as the different viewpoints presented in the study of the authors' lives, is interesting and thought-provoking. It will not be necessary to work in a class with the inspiration and enthusiasm of a good teacher to carry one along. The books and their arrangement and data are inspiring in themselves. (Oxford University Press.)

**"How to Speak,"** by Adelaide Patterson. The aim of the book is to improve the speaking voice. Posture, vocal exercises and the mechanics of using the voice in speaking, together with appropriate selections illustrating the point involved, combine to make the book useful and practical. (Little, Brown & Company.)

**"A Dramatic Reader," Book I, Book II, Book III,** by A. R. Headland and H. A. Treble. Some of the dramatic, humorous and interesting situations in the gamut of the world of letters are included in this series of dramatic readers. Good for school work, excellent for entertainment, these authors have compiled material that is the best of its kind. (Oxford University Press.)

**"Business English,"** by Rose Buhlig. This is a revision and enlargement of an earlier edition. Its purpose is to instruct in accuracy in written expression and freedom and clearness in oral expression. The subject is handled from every viewpoint and is developed in detail. The book is one that is of interest in any line of writing or self-expression. (D. C. Heath & Co.)

**"Oral Exercises in Number,"** by Anna L. Rice. This arithmetic is for use in grades from four to eight, inclusive. It is foundation work in drill for the development of accuracy and speed. (Gregg Publishing Company.)

**The Anderson-Arithmetic, Book I, Book II, Book II,** by Robert F. Anderson. Book I covers the work for the first four years in school; Book II, the fifth and sixth years; Book III, the seventh and eighth. Emphasis is made upon the fundamental process in arithmetic and the logical development of the subject. (Silver, Burdett & Company.)

**"Paginas Sudamericanas,"** by Helen Phipps. A book to supply conversation and composition material for classes taught by the direct method in Spanish. It is largely adapted from bulletins and articles issued by the Pan-American Union. (World Book Company.)

**"A Short History of English Literature,"** by Archibald T. Strong. An up-to-date book dealing with the history of English literature from the beginnings to the Victorian era. It is a resume of the authors and their work. This new history of English literature brings the treatment of the subject abreast of recent research and criticism. (Oxford University Press.)

**Support,"** by Carter Alexander and W. W. Theisen. Those who need aid in securing adequate financial support for the schools will be interested in this volume, which tells of the technique used in successful school fund campaigns. How to approach the public, prepare and circulate effective publicity and the conducting of the campaign, all are told. (World Book Co.)

**"Education in Health,"** by members of the Faculty, Harris Teachers' College, Saint Louis; E. George Payne, editor. The book has for its purpose the organization of the subject matter of the curriculum with reference to specific social objectives. The child's health is dealt with from many standpoints. The book points the way to the development of health habits, practices, knowledge, ideals and attitudes as a matter of school routine. The volume is illustrated. (Lyons & Carnahan.)

Give me a nook and a book,
And let the proud world spin round;
Let it scramble by hook or by crook
For wealth or a name with a sound.

. . . . . .

Give me a book and a nook,
Far away from the glitter and strife;
Give me a staff and a crook,
The calm and the sweetness of life.
Vain world, let me reign in my nook,
King of this kingdom my book,
A region by fashion forsook:
Pass on, ye lean gamblers for glory,
Nor mar the sweet tune of my story.

—W. Freeland.

### NOT JUST ANOTHER AESOP

A Child was found one pleasant day
Reading a book of Verses gay.
Of him, an Adult, chancing by
Demanded what he read, and why
He was not with his friends at play.
The Child replied he'd rather stay
And read his Aesop story book.
The Adult said, "Come, let me look!"
And then exclaimed, "Why this is done
By Mr. Herford! Well what fun!"
He took the book, turned with delight
To drawings gay and verses bright.
An hour passed by, the Child now wept,
"I want my book that you have kept."
Alas, the Adult heard him not,
The waiting Child he quite forgot,
But not the book. He passed from view
And took the Herford Aesop too.
The moral, friends, is plain as pease.
This Herford book is sure to please
Both young and old—and I surmise
That Mr. Aesop's pleased likewise.

E. D. S.

"The Herford Aesop" (Ginn).

Books are depository of everything that is most honorable to man. Literature, taken in all its bearings, forms the grand line of demarcation between the human and the animal kingdoms. He that loves reading has everything within his reach. He has but to desire, and he may possess himself of every species of wisdom.—W. Godwin.

Books are faithful repositories which may be awhile neglected or forgotten; but when they are opened again, will impart their instruction.—Dr. Johnson.

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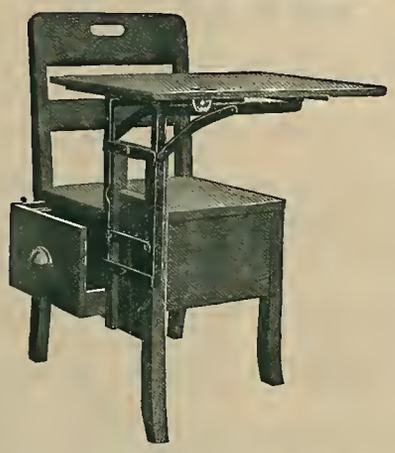

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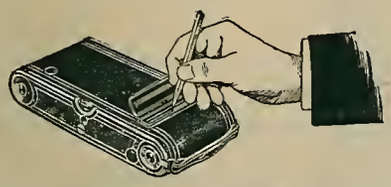

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BY

MARVIN S. PITTMAN, Head of Department of Rural Education, Michigan State Normal College, Ypsilanti —a volume of the American Education Series, by GEORGE D. STRAYER, General Editor; 294 pages.

This book is the third volume of the American Education Series. It is written in the form of letters from one school teacher to another. This gives it an unusually informal and readable style. The book takes up in detail, from the viewpoint of a young woman who is facing them, the important rural school problems of today. It discusses the larger questions, such as the value of supervision; tests and measurements of ability and accomplishment; the project method in teaching as applied to the various school subjects; methods of obtaining teamwork in the community; the value of a school newspaper, etc. These are the newer features of the book. The other questions which have always arisen, concerning discipline, hygiene, salaries, and qualifications of teachers, are touched upon, and with constructive suggestions. There is a helpful reading list at the end of each chapter.

The book should be valuable to all rural school teachers, because it deals with real problems and gives practical suggestions. The list of questions at the end of each chapter helps to make the book valuable as a text for studying rural school problems. It is an enthusiastic book, showing the value and bigness of the teacher's job in a way not only to encourage those who are already in the teaching field, but to attract those who are choosing a career.

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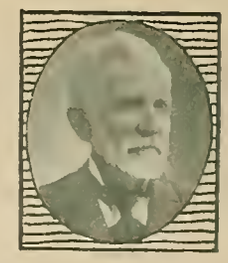

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The C. T. A., Central Section ..... *W. M. Culp*

The High School Principals' Convention, especially the Hon. A. C. Olney's wonderful keynote address.

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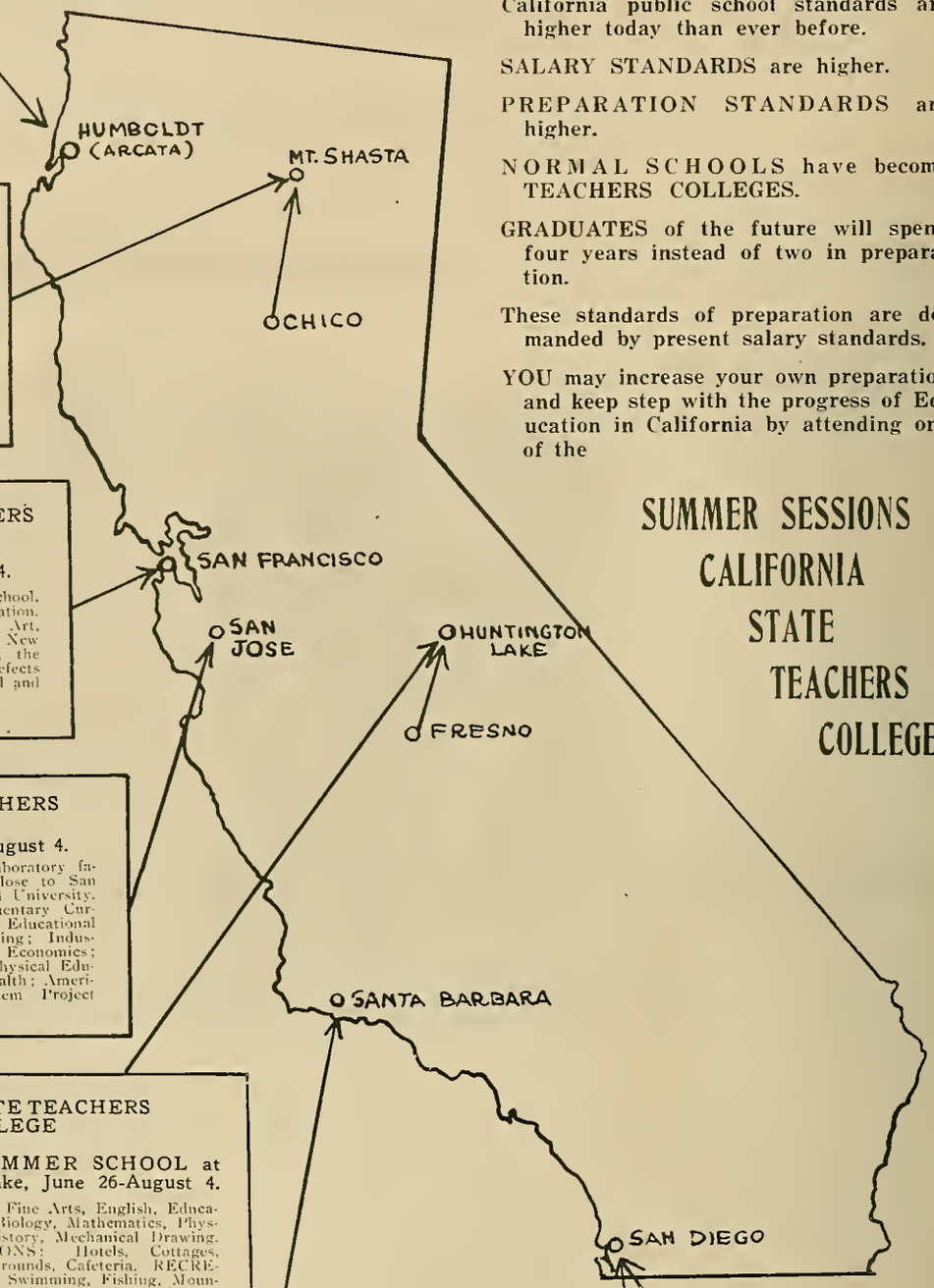


State Department of Education
WILL C. WOOD
Director of Education

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Vol. XXVIII, No. 4 SAN FRANCISCO, APRIL, 1922 Price 15 Cents

MEETINGS

Bay Section the California Teachers' Association; Elizabeth Arlett, President, Oakland, Cal.; F. H. Boren, Secretary, Oakland, Cal.

Northern California Teachers' Association; Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association; Robt. Teall, Madera, President.

Southern California Teachers' Association. George C. Bush, President, Pasadena; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. Mark Keppel, Los Angeles, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabaeth B. Phillips, Porterville.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

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## Items of Public Interest from Proceedings of the Meeting of the State Board of Education, March 27-April 5, and the Joint Meeting with the State Teachers College Presidents, April 3 and 4, 1922

The State Board of Education met in regular quarterly session in Sacramento, California, March 27, 1922.

A committee of county and city superintendents of schools of California appeared before the State Board of Education, in response to the board's invitation, to discuss the question of providing a textbook in geography for the fourth, fifth and sixth grades. Superintendent Keppel of Los Angeles, in behalf of the committee, stated the results of the investigations of the committee and the plan they had agreed upon to meet the emergency. They suggested that if the State Board of Education would undertake to furnish an atlas, said atlas to contain twelve or fifteen maps, including the continents, the United States, etc., together with map questions and problems, the situation might be met in the schools of the state through the use of copies of the elementary geography now on hand and supplementary readers that might be purchased.

It was the consensus of opinion of those present that the action of the legislature in cutting the textbook appropriation and he fact that the State Board of Education is not empowered to create a deficit to provide the necessary textbooks for the public schools should be given publicity; also, that the free textbook law affecting the fund should be changed.

Superintendent Wood suggested that the legislature should be asked to pass a law setting aside to the state textbook fund an amount computed at $1 per pupil each year. This board could take care of the situation amply under this arrangement and would not have to go to the legislature each time and ask for a special appropriation. Superintendent Wood's suggestion was favorably considered and was referred to the committee on legislation.

An opinion from Attorney-General Webb was read, in which he stated that local districts are limited by the provisions of Section 1712 and following, of the Political Code, with reference to the amount of money that may be raised for the library fund and the purposes for which this money may be used; also, that no other local district fund can be used for the purchasing of books; that it is the duty of the state and not of the local districts to furnish free textbooks.

The members of the committee were asked for their opinions concerning the plan of the board to put geographical readers in the middle grades in place of the first-time-over geography. The superintendents present expressed themselves in favor of geographical readers.

In accordance with a suggestion from the superintendents of the committee, the State Board of Education requested the executive secretary to send out an announcement to the county and city superintendents to the effect that he Advanced Geography Parts I and II may be used either in the seventh and eighth grades or in the sixth and seventh grades, but that said books will not be furnished to more than two grades of the three upper grades.

Superintendent Wood favored Commissioner Olney's plan that the seventh and eighth grades of the elementary school be reorganized with the first grade of the high school or the junior high school and a special course of study be prepared for the junior high school. Superintendent Wood suggested that the course of study we are preparing as a suggestive course of study for elementary schools should be presented in the summer courses as well as in the regular teachers' college courses, so that the teachers may become familiar with it.

In view of the fact that the time is near when the high school textbook list will be revised, Commissioner Olney was authorized to appoint a committee of university and high school experts in history to investigate the approved list of high school textbooks in history with reference to historical errors of fact and interpretations in the texts.

Mrs. Ray reported on the illiteracy conference held in San Francisco, which she had attended as the board's representative. Mrs. Ray stated that she learned at the conference that it was the opinion of the school people present that the data from the reistration of minors, if utilized, would be of assistance to the board and the teachers' colleges in formulating a course of study.

Mrs. Ray advised that definite steps be taken toward unification in the art ideals, and that, before the course of study is definitely settled, a communication be sent to the different organizations of the state asking for recommendations.

The following recommendations were adopted for the three types of credentials, as follows:

1. A course in the principles underlying the junior high school should be made a requirement for a long term junior high school credential.
2. A course in the principles of elementary education should be required for a long term elementary credential.
3. A course in the principles of secondary education should be made a requirement for a long term credential.

Commissioner Olney was authorized to call a conference of teachers of the drama, at Berkeley, on May 18, 19 and 20.

The State Board of Education accepted the offer in the Macmillan Company and the secretary was authorized to prepare a contract covering the use of the map material of the McMurry-Parkins Advanced Geography for an atlas, hereinbefore referred to.

The executive secretary was authorized to arrange with Miss Myrta McClellan of the Southern Branch of the University of California for the preparation of a limited amount of text material to accompany the maps to be used in the proposed atlas.

The following resolutions were adopted:

Whereas the State of California has established seven institutions for the training of teachers for the elementary schools, and in addition thereto maintains in the Southern Branch of the University of California a course for the training of elementary school teachers; and

Whereas the capacity of these institutions is sufficient to provide for the training of all persons desirous of becoming teachers in the elementary schools of California; and

Whereas the public teacher training institutions above referred to comply in all

respects with the requirements fixed by the State Board of Education for the preparation of elementary school teachers, and such institutions are under the direct regulations of the State Board of Education; and

Whereas it is not the policy of this board to encourage the organization and maintenance of private institutions for the training of elementary school teachers;

Resolved, That this board declines to accredit for the preparation of teachers for the elementary schools any institution which is not publicly supported and publicly controlled.

---

Whereas the kindergarten is a comparatively new educational institution for which definite standards of work have not been worked out:

Resolved, That this board will accredit for kindergarten certification or first grade extension only such institutions as maintain faculties, courses and equipment in all respects equivalent to those maintained by the several state teachers colleges.

---

Resolved, That the Commission of Credentials be authorized to postpone for good cause their requirements of a summer session of work in a California teacher training institution on the part of a candidate for the elementary credential, such cause to include the cases of exchange teachers who otherwise meet the California State Board of Education requirements.

The following resolution was adopted:

Resolved, That all normal schools now approved by the State Board of Education for elementary certification, except those authorized to grant degrees, be stricken from such accredited list.

The following resolution was adopted:

Whereas the contract for the state series textbook in hygiene expires in 1918;

Resolved, That the secretary be authorized and directed to prepare and publish an advertisement for bids for a text in hygiene to consist of not more than two volumes for use in the elementary schools of the state, said bids to be filed with the State Board of Education on or before September 1, 1922.

The following resolution was adopted:

Whereas the contract for the state series textbook in civics expired in 1918;

Resolved, That the secretary be authorized and directed to prepare and publish an advertisement for bids for a text in civics to consist of not more than two volumes for use in the elementary schools of the state, said bids to be filed with the State Board of Education on or before September 1, 1922.

The following resolution was adopted:

Resolved, That the Cabinet be directed to prepare specifications for textbooks in English, also specifications for geographical readers for books containing similar geographical material for the middle elementary grades, and that a report of such specifications be submitted to the board at the June meeting.

The following resolution was adopted:

Whereas Subdivision Fifth (a) of Section 1609 of the Political Code gives boards of trustees and boards of education the power, and makes it their duty to employ as teachers only persons who hold valid California county certificates for teaching in full force and effect, and on file at the time of such appointment in the office of the county superintendent of schools; therefore be it

Resolved, That the Commission of Credentials be and hereby is instructed to decline to consider an application for certification from a teacher who has illegally signed a contract with a local school authority to act as a teacher in the district—not having previously filed with the county superintendent of schools a California county certificate to teach as specified in said contract—until ninety days after the date upon which such contract was entered into, provided that where extenuating circumstances seem to exist the Commission of Credentials may, with the unanimous consent of all members, consider such an application at any time.

The following requirement was adopted for teachers of agriculture:

"Require 12 units up to June 1, 1922, and during the next full year ending June 30, 1923, a minimum of 24 units and thereafter one full year of postgraduate study."

Commissioner Olney was authorized to give a course on the organization of the junior high school at the summer session of the Southern Branch of the University of California, Los Angeles.

The date of the examination for the general high school credential was fixed for June 19, 20 and 21, to be held at Berkeley and Los Angeles.

### Retirement Salary Business

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum: E. Kate Biggerstaff, Lakeport; Laura E. Hess, Sacramento; Alva W. Hill, San Francisco; Ella Lamore McCray, Hollister; Ann M Nicholson, Washington, D. C.; Leilla A. Root, Oakland; Mrs. Mattie A. Thompson, San Francisco; Eulalia A. Wilson, Piedmont; Etta Eastman Hammond, Alameda.

Under Section 14 of the Law: Clara H. Dorn, Los Angeles; Ruth A. Hitchcock, Oakland; Mrs. Kate A. Meamber, Martinez.

Refunds of erroneous salary deductions, amounting to $96.60, were granted.

The board adjourned to meet in regular quarterly session in Sacramento, June 26, 1922. Respectfully submitted,

WILL C. WOOD, Secretary.

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## JOINT MEETING WITH THE STATE TEACHERS' COLLEGE PRESIDENTS, APRIL 3, 4, 1922

### The Degree Course

In accordance with legislation enacted in 1921, the State Board of Education has prescribed the following curricula for the degree of Bachelor of Arts to be granted by such State Teachers' Colleges as the State Board of Education may approve for the degree granting privilege.

Lower Division (Freshman and Sophomore Years):

1. Required ..... 42 units
   1. Psychology ..... 6 units
   2. Social Sciences ..... 12 units
      (a) Contemporary Civilization.
      (b) Economics.
      (c) Political Science.
      (d) Sociology.
      (e) Geography.
   3. Biological and Physical Sciences ..... 12 units
   4. English (including oral English ..... 6 units
   5. Physical Education ..... 6 units

   42 units

II. Required group electives ..... 22 units
   1. English
   2. History.
   3. Political Science.
   4. Sociology.
   5. Education (2).
   6. Biological Sciences.
   7. Philosophy or Psychology.
   8. Mathematics.
   9. Physics.
   10. Chemistry.
   11. Geography.
   12. Greek or Latin.
   13. Romanic Languages.
   14. Art.
   15. Music.
   16. Agriculture.
   17. Commerce.
   18. Physical Education.
   19. Industrial and Mechanical Arts.
   20. Home Economics.

(1) Student must choose at least two fields each not less than 6 units.

(2) Not more than 12 units in the Education group is to be allowed in the lower division nor more than 40 units in the combined upper and lower divisions of the four year curricula, this number to be inclusive of Group III under the upper division. If the Psychology offered in Roman One is educational psychology, the 12 units of Education in the lower division shall include the same.

(3) Not more than a total of 50 units in any one subject or group of subjects listed above is to be allowed in the combined upper and lower divisions of the four year curricula.

Upper Division (Junior and Senior Years):

III. For all degree courses leading to high school certification of teachers of special subjects, the minimum number of units of professional work shall be the same as the minimum number prescribed by the State Board of Education for the certification of general high school teachers; the minimum number of units for all degree courses leading to elementary certification shall be 32; and for all types the maximum number of units shall be 40. Every degree course shall include the following professional subjects.

1. Laboratory practice in teaching of which there must be a minimum of five units of class room teaching ..... 10 units
2. School administration inclusive of state school law ..... 3 units
3. Objectives in education ..... 3 units
4. Education psychology ..... 3 units
5. Civic education ..... 2 units

   21 units

IV. Electives listed under II above to be administered on same conditions as specified above ..... 43 units

Total ..... 128 units

Note: Students entering a State Teachers' College without two years of mathematics (other than arithmetic) and two years of one foreign language must complete (before he receives the Baccalaureate degree) one year (6 units) of mathematics and one year (10 units) of a foreign language.

The matriculation requirements of candidates in the degree courses in the State Teachers' Colleges shall be identical with those of the University of California.

In those cases where individuals or groups of individuals wish to teach before completing the full course, such persons may pursue in the lower division the work listed for the upper division. It is understood that such an inversion of sequence is approved so that the student may enter the teaching service. If he student fails to return to a State Teachers' College for the completion of his work after four years, his candidacy for the degree automatically lapses. If he returns after his candidacy has lapsed, the work previously taken will be evaluated upon a basis of the requirements in effect at the time of his return.

The following resolutions were adopted:

Resolved, That as soon as the study of a proposed course of study for the elementary schools has reached the point where it could be practical to do so, the State Board of Education be requested to send to the teachers' colleges and city and county superintendents a statement of the general plan of the proposed course and the objectives and ideals sought to be attained by its organization.

Resolved, That the diploma course as found in Bulletin 14, 1921, revision, be amended so as to require a total of 76 units and that the additional 6 units be added to the general fundamental requirements, making the same 30 units, and that at least 2 units thereof shall be given to a course in the teaching of citizenship, such requirements to be effective for students entering after July 1, 1922.

On April 4, the joint conference adjourned.

Respectfully submitted,
WILL C. WOOD,
Executive Secretary.

Clarence W. Edwards, county superintendent of Fresno county, has the largest supervising force of any county in California.

---

Charles Edgecomb, president of the Fresno County Board of Education and district superintendent of Selma schools, has within the last few years developed a wonderfully fine system at Selma.

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Exeter has voted $88,000 for a new grammar school building. The Lincoln school, H. C. Stadmiller, principal, will be replaced by the new building.

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Charles F. Bigham, district superintendent of Porterville schools, is president of the Tulare County Board of Education.

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The Kings County Institute was held in the new buildings of the Hanford High School. The plant is large and magnificently erected at a cost of near $500,000.

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Our readers will be interested to have this bit of news of that most interesting family, the Hyatts. The name of Hyatt will always stand out prominently on educational history. Mrs. M. G. Hyatt has been visiting her daughter, Inez Kerr, in Los Angeles. Her home, however, is still in Sacramento. Edward, the oldest son, is connected as engineer with the California Water Commission in Sacramento. Shirley is married and lives at Corona; Victor is practicing law in Los Angeles; Marguerite is teaching in the Sacramento High School; Antonio teaches at Elk Grove; Persis and Phyllis are at Stanford University, the one in the senior and the other in the junior year.

Mrs. Frances Burns Linn, librarian of the Santa Barbara County Free Library, has written a very interesting article on "The Flowers of Sheapspeare." It is one of the most complete and enjoyable articles that we have read.

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The San Diego County schools, under the leadership of Superintendent Ada York, are making rapid progress. The San Diego Humane Education League offered prizes for the best essays on "Our Bird Friends." The first, second and fourth prizes, and 21 out of 26 "honorable mention" went to children in the county schools.


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## A PROJECT ON CALIFORNIA

By Ruth Thompson

There are projects and projects. It is "the thing" when a teacher is busily instructing her classes these days to develop a project. We hear "project" on every hand. Some of them are extremely far-fetched, others are practical and work for the purpose for which a project was actually designed. It is extremely gratifying to sort and sift among numerous projects and at last come to one which has fulfilled a purpose and lived up to its name.

A project which has recently been carried to a successful conclusion is one on the state of California. The problems composing the project were worked out under the direction of Mary Lowrey of the Washington school in Berkeley. So comprehensive was the task when it was completed, and so successfully was it carried out that it has created considerable comment and interest among the teachers and instructors in the bay region.

Miss Lowrey is a geography teacher. She teaches the subject in the third, fourth, fifth and sixth grades. In teaching the geography of California she planned a project whereby the children should make a fifteen by three and one-half foot relief map of this state on the floor of a room in the school which is being used as a geography laboratory. The geography pupils were assisted in their work by the history, handwork, art and arithmetic classes. The work was done by the fourth grade where the home geography is taught.

When completed the map of California was instructive to the average adult. It was complete in detail. The snow capped Sierra Nevada range of mountains with their trees ascending the heights were portrayed. The range projecting through the south where it is skirted by the Colorado desert was shown in detail with tiny bits of shrubs and green, indicating the growth and its quality both on the mountains and the hint of cacti on the desert. The coast range was shown in detail. Tiny cattle climbed the mountain slopes, minute vamps sat on the beach near Los Angeles under little umbrellas cut from colored paper by the handwork class. The natural regions and industries of the state were shown by actual figures in miniature.

One of the most striking features of the map was the study of the missions by the history class. Each of the missions of California was carved out of soap. Perfect little figures they were and nestled in hills, surrounded by palms, looking out over plains or hills or oceans, just as they do in real life. El Camino Real, the King's Highway, was shown as it winds its way northward. Sutter's Fort and other historlandmarks were portrayed.

Tinfoil marked the path of the rivers. Small vines and bits of trees and grasses marked the industries of the San Joaquin Valley with cattle roaming towards the hill regions.

Altogether the map is a fascinating study of the state and a marvel in detail and accuracy. The combined efforts of the children and their teachers has met with unqualified success.

Miss Lowrey has studied the geography of California intensively with Dr. Harold W. Fairbanks, the author of the geography of "California" and "The Home and Its Relation to the World," and she has produced a masterpiece in her work.

The next work planned by this energetic young teacher is a "bridge the bay" project. Work is already beginning on this and she and her pupils are in touch with the chambers of commerce in the bay cities so as to gather all available material and plan the execution of the work.

Miss Lowrey also teaches nature study. Her work includes a model backyard. There the children grow vegetables, flowers, trees and are caring for chickens and rabbits.

Co-operation is the keynote of the Washington school in Berkeley, where Mr. Hamilton is principal. The teachers have abundant opportunity to work out their original ideas and it has been found that the progress of the children owing to their intense interest in the work, more than pays. It is great fun, rather than hard work for the children when they are planning the dimensions of the state for the map; it is not labor, it is play, to carry the buckets of clay for the map; it is a wonderful game to study and carve the missions in soap and to aim for correctness in detail. The response and results in the projects have been found to be entirely successful.

Superintendent Harry B. Wilson of Berkeley, Roy L. Granger of Oakland, and a number of the Berkeley, Oakland and San Francisco teachers have been among those to view the project of California as worked out by Miss Lowrey's pupils.

J. M. Hahn of 2161 Shattuck avenue has severed his connection with the Fiske Teachers' Agency and opened up an office of his own. We have known Mr. Hahn as principal, teacher, citizen and in the conduct of Teachers' Agency. He is a man of integrity and ability, and we hope he will have success in his new venture.


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## THE ADJUSTMENT ROOM AT THE SOUTHERN BRANCH OF THE UNIVERSITY

By Ruth Thompson

One of the features of the Southern Branch of the University of California is the adjustment room where children in the elementary grades who are having difficulty in mastering one or more of the three R's are treated scientifically and started on the royal road to learning. Helen Bass Keller is in charge of the adjustment room. She works in conjunction with Grace M. Fernald of the psychology department.

Mrs. Keller was recently in San Francisco at the invitation of city school officials to give instruction to elementary teachers and principals in the use of the new state arithmetic texts. She has devoted time and attention to the teaching of arithmetic for a number of years. In Indianapolis and Chicago she worked under the direction of Calvin N. Kendall and Franklin S. Hoyt. Upon coming to California her work at the training school at the Southern Branch was noted and she was made State Assistant in Elementary Education. During that period of time last winter she talked before the teachers of some forty-two counties on the subject of arithmetic and spelling. Mrs. Keller returned to her regular work at the University adjustment room February 1 of this year.

In speaking of her work when in San Francisco Mrs. Keller discussed methods pursued in her experimental work.

"The adjustment room," Mrs. Keller stated, "is for normal children of normal capacity who have special difficulty with the Three R's. Our present department began with the psychological clinic a few years ago. Our purpose is to take the normal children with their various difficulties and get the results from educational tests and the opinions of the teacher under whose jurisdiction the pupil has been.

"We began this work with the children in our own training school. Our results were so gratifying that we have been sent children not only from different parts of California but some other states, including Colorado.

"We have many difficulties to diagnose. Sometimes a child fails to co-operate with his associates or he cannot adjust himself to the standards of his room. Often a child may be very bright and he is unable to do group work. Because of his superiority he has time for mischief. Perhaps a child has failed repeatedly in his work and he makes no progress."

The different steps taken in correcting difficulties as taken in the adjustment room are given as follows: collection of data from the former teacher of the pupil, observation of the child, application of psychological tests by the psychology department, diagnosing of the difficulty, seeking of the remedy by experimentation.

Often a remedy for a case consists in a radical change of method. If common usage is not effective another means of approach must be utilized.

Children of the adjustment room do not spend the entire day in the room. They may be having difficulty in but one subject. In that case the pupil comes for his lesson when his class is having the subject in his class room or he comes when it seems best from the arrangement of subjects. The length of time spent in the room each day is indefinite. The weeks or months the child spends in the room depends entirely upon his development and his ability to handle the regular class work.

Children of similar mental ages and similar troubles may be grouped together or they may have individual work. The adjustment room averages a daily attendance of sixty children. They are never all in the room at the same time, as they come and do their work and return to their classes in the training school.

Many children have been brought to the adjustment room who have failed to learn to read after three or four years in the public schools. They have been found to have normal mentality and in very few was vision defective. These children who were brought for special examination and help had failed to learn to read not only after regular class work but after several weeks of individual instruction by recognized methods. The motivation and special methods of the adjustment room have succeeded in almost every instance in helping the child to read, write or spell. There have been a few pupils who could not respond.

Different cases handled by this department have been discussed in the Journal of Educational Research for December, 1921.

Following is a statement of the actual method employed by Mrs. Keller and the psychology department at the Southern Branch of the University when a child is having special difficulty in learning to read:

1. **Learning first words.**—The child was asked to tell some word he would like to learn. The word was written in large script on the blackboard or with crayon on cardboard. The child looked at the word, saying it over to himself and tracing it if he wished to do so. The tracing was done with the first two fingers of the right hand (or the left hand if the child were left-handed) resting on the copy. It was never done in the air or with pencil. When the child was sure he knew the word, the copy was erased and he attempted to write the word, saying the syllables to himself as he wrote them. If he was unable to spell the word correctly, the entire process was repeated until the word could be written without the copy. At no stage of performance was he allowed to copy the word. After a few words had been learned in this way, he was shown the word in print as well as in script. The next day he was shown the word in print only. If he failed to recognize it, it was retaught as on the first presentation.

2. **Spontaneous sentences.**—After the first few days the child began to ask for sentences instead of words. A sentence was then written and he learned the words comprising it, finally writing the entire sentence as many times as he wished—always from memory, never from copy.

The sentences the child had requested were then printed on cardboard or were typewritten. These sentences and others, made of the same words, were read by the child. The same words were repeated in different sentences from day to day.

3. **Words in context or story selected by the child.**—As soon as the child was able to make out simple sentences, he was taken to the library and allowed to select a book. The first paragraphs read were worked over in the following manner. Before the reading, each word which had not already been learned was exposed through an adjustable slit in a piece of cardboard. If the child failed to read the word it was pronounced for him. He pronounced and then wrote the word (as before without looking at the copy). If he had difficulty in writing the word after seeing it in print, it was written for him and taught from the script as in the case of the first words.

4. **Apperception of phrases.**—after the words in the new paragraph had been taken up in this manner, brief exposures of the words were given until the child was sure of them. When recognition was immediate for every word, the slit was adjusted to phrases, and flash exposures were never long enough to permit the phrases to be read word by word. As many successive exposures as were necessary for recognition were given. After the entire paragraph had been worked over in this way, the child was told to read the paragraph to himself and report what he had read.

5. **Silent reading for content.**—As soon as possible the child was encouraged to read to himself. There was no difficulty in any of the cases in getting him to do this after his progress had gone into the fourth phases as described above.

From this method, which generally proved effective there are variations in accordance with the case. Remarkable results have been attained and the adjustment room has not only become a potent factor in education in California but is attracting attention of other educators and those who are having difficulties in teaching children to read, write or figure.

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I have also associated with myself in the new agency, MISS BLANCHE TUCKER, who has for several years been in charge of the Grammar School Department of the Fisk Agency. Her efficient and discriminating service has made her favorably known to a large number of teachers and school officials.

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**Berkeley, Calif.**

# "NOW"

By James M. Malloch
Industrial Relations Department, Associated Oil Company

PEACE: The American Senate has done its duty. The Four-Power Pact has been ratified and troubled earth lifts up a smiling face to receive the kiss of the angel of peace. But what shall we do with the irreconciliables? I have only one thing to suggest. Treat them at the coming elections according to their general qualifications. Thank God, there is still one place in the Republic, even the Senate Chamber, where a man may speak his mind. There are some Americans who ought to resurrect their respect for the United States Senate.

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The strangest thing in history is the disregard human beings have for each other. Xerxes sat on his throne and wept at the shortness of human life. The Hellespont was covered with his fleets. On the plains his gigantic army was gathered like a swarm of bees. But the monarch wept when he remembered that of these multitudes not one would be alive when a hundred years had rolled by. "The strength of the wolf is the pack and the strength of the pack is the wolf," yet humanity has tolerated slavery, protected economic oppression, endured religious persecution and glorified war. But a new day is dawning. Over the hills and valleys of the earth the morning star of hope is shining. Ten years of frankness in international affairs may usher in a thousand years of peace.

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INDIVIDUAL INSTRUCTION: Individual instruction is a great method when the pupil and teacher are one and the same. The ability to instruct one's self is a mark of an educated man. Successful lawyers and physicians are self-instructing. When the recent professional periodicals appear and the latest books are received, they say to their mental equipment, "Forward, march!" Are teachers self-educating? Superintendents who establish after-school courses for their exhausted teachers would answer, "No." We would remind these superintendents that the American public school will never reach its maximum efficiency until teachers acquire the ability to keep in touch with progress in their own profession by their own efforts.

---

MENTAL TESTERS: Certain school psychologists have discovered that the mentality of Japanese children is inferior to that of white children. Then, it is farewell, Empire of the Sun. You have come to the cross-roads of history only to meet defeat at the hands of a nation possessing superior brain power. Yours is an unequal struggle. But we have little confidence in the results of this test. We imagine that the mentality of one civilized race would compare favorably with that of any other if the statistics were sufficient. The real issue is the ability of the school psychologist. It would seem to be about time for the public to insist that the men and women who measure and catalogue the mental capacities of its children be trained psychiatrists and neurologists. We wouldn't ask a blacksmith to perform an operation for appendicitis. We shouldn't expect the average mental tester in our schools to look beneath the human skull and find there anything familiar.

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DR. BUTLER ON FEDERAL CONTROL: Dr. Nicholas Murray Butler in his annual report to the trustees of Columbia University objects to Federal supervision of education and the creation of a department of education at Washington. Look out, Dr. Butler, you are not moving with the educational crowd. Heterodoxy is the chief, if not the only, recognized sin in the educational world. Look out.

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INTERNATIONAL CONGRESS OF EDUCATION: If the present plans of the National Education Association are carried out, an international congress of education will be held in the United States next year. This is a step in the right direction. Science is international. News is international. Religion knows no territorial bounds. It is time that the scholars and educators of the world got together to contribute their part to the peace of the world and the progress of mankind. "Let there be light."

WORRY: Worry is a particular affliction of the teaching profession. The teacher is anxious about the opinions of others concerning her work and personality. She is especially concerned with the estimation of herself which lurks in the minds of principal, superintendent and supervisor—the big three who sit in the council chamber of expertness. And there are reasons for her fears. The man who invented this triple boss system of educational administration must have had little faith in the words of Sacred Scripture, "No man can serve two masters."

A month ago Dr. Frederic Burk, President of the San Francisco State Teachers' College, sent a letter to the Sierra Educational News on the subject, "Excess Supervision." This letter deserves the thoughtful consideration of educational executives. The fact that the good Doctor has been guilty, occasionally, of the sin he deplores should not cloud the fact thereof.

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AMBASSADOR GEDDES: Several things worthy of note were brought to our minds in the visit of Sir Auckland Geddes to Berkeley during the Charter Day celebrations of the University of California.

First, he is a scholar in politics: a physician like Leonard Wood, a college professor like Woodrow Wilson, and an author like Theodore Roosevelt.

Second, he is a real man, possessing a sense of humor and a good measure of common sense. When arrested in Oakland for violating the traffic rules he drove to the City Hall and waited patiently in the inclement weather for his release. There is no reason to expect a war with Great Britain over this violation of the rights of an ambassador by an uniformed traffic policeman. The Ambassador is endowed with common sense.

Third, being successful in other lines, he


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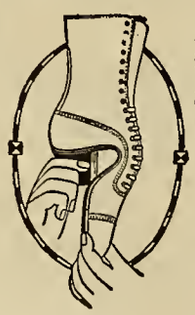

The ever-increasing ills of the foot—causing unnecessary pain and inefficiency—have attracted the attention of educational authorities and women's organizations.

The wearing of the Cantilever Shoe (with its freedom to muscular action) will keep the healthy foot in good condition and will assist materially in restoring the foot abused by pointed toes, rigid shanks and high French heels. It will also permit the development of a graceful natural poise and carriage.

The Cantilever Shoe is indorsed by authorities and is worn with pleasure because of its refined and graceful appearance, its extraordinary comfort. All these modern features we would be glad to demonstrate to you at our store.

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knew how to pick out the right kind of a wife. Lady Geddes gave evidence of her helpfulness when she smoothed out a diplomatic difficulty at a banquet in San Francisco, when the dignity of the mayor's wife seemed about to be neglected. A good wife is a jewel worth possessing. "Her price is far above rubies." Her chief characteristic is sympathy. Nathaniel Hawthorne, thrown out of a political position, was aroused to a new hope, by the encouraging words of his wife, who said, "Now is the time to write your book, my dear!"

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THE STADIUM: The University of California has decided to build the California Memorial Stadium in Strawberry Canyon. The action of the Regents in this matter is highly commendable. If we must have a hole in the ground let us take advantage of one which has already been sunk by the hands of the Almighty into the everlasting hills. The new stadium will be a thing of beauty and the seat of noise and genuine enthusiasm forever.

---

Should history be taught as a bundle of related facts or as a series of thought waves? It should be taught as both. Capacity for thinking is the true product of education, but thoughts are not constructed out of purple haze. Here is where the facts come in.

Speaking of facts, a college student recently remarked, "The important thing in taking a college course is not to remember the facts, but to learn where to find them." Sublime innocence! When this student enters the business world he will be surprised to find how little time is available for hunting facts. Bibliographers are academic playthings, but a working memory is a business necessity.

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The newspapers report that Mlle. Spinelly, a well known Parisian actress, threatens to sue an artist because he failed to paint her picture as "Beauty Unadorned." Some of our educational institutions might be equally offended if the newspaper photographer should substitute the portrait of Martha Washington for the snapshot of one of their young classical dancers.

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SUMMER VACATION: Already the railroads are reminding us, through the medium of advertising, that the good old summer time is approaching. Here is a real question: if you were a teacher in a small town, what would you do with your summer vacation?

If I need an infilling of knowledge I would take a course in a teacher's college or university. I would put my notebook under my arm and march straight to the source of supply. At the end of the term my notebook would contain all of the available information on the subject I was intending to teach during the following year.

If I needed relaxation and recreation I would travel to the mountains if I lived in the low country, or to the beach if I lived in the hill country. I would lie close to the heart of nature, listening to the melodies of the trees and streams, or flooding my soul with the ceaseless music of the unbridled sea. I would follow the suggestion of the old farmer who, when asked what he and his wife did with their evenings, replied, "Sometimes we sit and think. Sometimes we just sit."


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If I needed inspiration I would go to the great city where I could listen to great music, hear great lectures, view the great masterpices of the sculptor's and painter's art. I would attend great churches and great theatres. I would climb a high tower and look down upon the surging mass of humanity in the city streets—a thousand joys and a thousand sorrows walking in the flesh at my feet. I would think great thoughts—thoughts of truth "beautiful with danger's sweetness 'round her"; thoughts of my State, a fertile soil beneath her feet and the stooping frame of the friendly sky above her; thoughts of God, who, silently, powerfully, unceasingly, walks down the aisle of human events.

Then I would go back to my task, the heir of all that I had been for one delightful summer.

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Harold F. Hughes, principal of the Webster school, Fresno, new book on "Legendary Heroes of Ireland" will soon be off the press.

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Mrs. Geo. Schultzberg, superintendent of Monterey County, has resigned and James G. Force has been appointed in her place. Mr. Force as a member of the county board and as principal of Soledad schools has made a record as a progressive and efficient superintendent.


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533 CITIZENS NATIONAL BANK BLDG.
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The Western States Seating Company has made an announcement in this issue. It is a new concern, although Mr. McNulty is well known to the school supply trade.

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## THE PROBLEM OF GEOGRAPHIES

700 Hall of Records, Los Angeles, Cal.

March 29, 1922.

To City, County, City and County Superintendents of Schools:

Ladies and Gentlemen:

Your executive committee conferred with the State Board of Education on March 27 in regard to the geography situation and reports to you as stated hereinafter:

The State Board is printing enough of Books I and II of the New Advanced Geography to supply grades 6 and 7, or grades 7 and 8, for the school year 1922-1923. Originally the State Board planned for the use of Book I in the seventh grade and Book II in the eighth grade. It will now authorize their use in grades 6, and 7, or in grades 7 and 8. Reports received by your committee show that there will be enough old Introductory Geographies of the State Series on hand and in usable condition to supply one grade for the school year 1922-1923.

The State Board does not have funds available to supply a new Introductory Geography. In view of the foregoing considerations, the conference agreed that if it were possible to do so, the State Board of Education should prepare a small geography to consist of maps of the continents; North America; the United States, and California, and a few pages of printed matter, and that this very small geography should be used as the basal book in the fourth grade; that the old Introductory Geography should be used as the basal book in the fifth grade; Book I of the new Advanced Geography should be used in the sixth grade, and Book II in the seventh grade, and that where it is necessary to teach geography in the eighth grade, the old Advanced Geography should be used; and that this suggested line of basal books might be supplemented by readers and other geographies to such an extent as library funds would permit. Your committee regrets that the suggestions embodied in the foregoing do not afford a new Introductory Geography, but reports to you that the State Board of Education cannot supply a new Introductory Geography because the budget which it requested from the Legislature was reduced more than $298,000 by the State Legislature's budget board. The State Board protested vigorously against the reduction, but the budget board was sure that the price of printing would fall so greatly that the reduction was justifiable and the Legislature accepted the budget board's view instead of the wiser and more expert view of the State Board of Education.

While the program outlined herein will enable the elementary schools to get through the next school year with a fair degree of success, it will not answer for the ensuing year.

To provide a primary geography for the school year 1923-1924 it will be necessary for the Legislature to make an emergency appropriation in January, 1923. This most urgent necessity should be clearly understood by every friend of education, and should be vigorously supported.

Yours truly,

MARK KEPPEL, Chairman.

## LIBRARY NOTES

From Orange high school library comes this note. A post graduate student comes to the library the first period, which is fifty minutes long, and does the routine work of shelving the books returned. She receives 25 cents for this and relieves the girls of the library class for other assignments and gives the librarian the opportunity for direction and administration.

At Santa Monica high school we try to use our magazine as much as possible. One of the pupils of the library class is assigned to checking the mail. As she does this, she glances through the magazines and if she finds an article of particular interest to a teacher, the magazine is sent to that teacher. There are certain magazines, such as American Cookery and The English Journal, which are always sent to the heads of the departments. Whenever a magazine is sent to a teacher the following notice is clipped to the cover:

(The teacher's name is entered here.)
If this does not interest you, please return to my box. In any case, please return within two days.—Librarian.

## A SCHOOL TEACHERS' MOVEMENT

Public school teachers in New York City are speeding up their movement for a "Sabbatical year" as a part of their regular, vacation system.

The so-called Sabbatical year, or one year's leave of absence every seven years, usually at half pay, has a certain formal acceptance in universities and colleges, but is regarded as providing a luxury that few professors can afford to accept. Any plan for a Sabbatical year for public-school teachers, to be of use, would seem to involve a necessity for some provision that would make its general acceptance a possibility. But whatever may be the practical problems involved, the movement has other highly interesting aspects.

It is long since Charles Lamb drew his humoresque of the schoolmaster who is "awkward and out of place in the society of his equals," who "come like Gulliver from among his little people." Our American public school teacher is of another type. His (or hers) is a progressive and business-like profession. Indeed, not infrequently he out-systems the counting-house, his efficiency puts the factory on its mettle. And yet there does linger something of the old characteristic qualities of school-teaching as an inevitable concomitant of his daily task.

Every walk in life, because it has its disabilities, must be allowed its compensating amenities—to the repetitive worker, his freedom from responsible cares; to the responsible business man, his escape from repetitive routine; to the vacationless physician, his neighborly intimacies; to the isolated school-teacher, his protracted vacations. Society cannot deny these compensations without getting itself out of balance. "Boys are capital fellows in their own way, among their mates; but they are unwholesome companions for grown people. . . . Even a child, that 'plaything for an hour,' tires always."

The Sabbatical year for school-teachers may well be worth whatever it may cost, if only it can be so planned as to be available to those who most need it, and if it at the same time that it offers a brief respite from the tyrannies of youth, it shall also grant an escape from all-devouring efficiencies of modern system and open to the teacher a larger place among his fellow citizens.—The Independent, March 25.

## IMPORTANCE OF EARLY BUYING THIS YEAR

School supply industries are just about the only ones in the United States that are not overstocked at the present time.

Indeed, many orders placed for delivery in the fall of 1921 are still unfilled.

The fact is that the great prosperity of the whole country during the past two years has led to a demand for modern school equipment and supplies exceeding the producing capacity of all existing factories.

Superintendents and purchasing agents for schools will remember the difficulty in securing school equipment during the months of September and October, 1921, and the consequent delay and inconvenience in the operation of the schools. This trouble should be avoided in 1922.

Jobbers must be enabled to forecast their needs and to place definite orders with manufacturers, because makers of school supplies who have caught up with their orders will largely limit their purchases of raw materials to actual orders, and will not make up stock for uncertain prospective demand.

School boards should therefore take immediate steps to ascertain the needs of all their schools, and make up their budgets as quickly as possible.

And in the case of new schools, to be completed between now and September, it is really urgent that specifications be completed within the next few weeks, and orders placed, without delay.

This warning is issued by this association in good faith, with all earnestness, in order that we and our members may be permitted to render the service which it is in our hearts to give—to the school children of America.

Our service department offers its assistance to school board and their purchasing agents, giving you, without charge, the benefit of a vast fund of data as to dependable sources of supply for all your needs.

NATIONAL SCHOOL SUPPLY,
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## THE N. E. A. MEETING

William John Cooper

"A Great Meeting" was the general verdict rendered by those attending the Department of Superintendence of the N. E. A. at Chicago, February 26-March 2, inclusive. In the first place, Chicago, busy and dirty, is a great place for such a meeting. It is reasonably central to the majority of school superintendents and readily accessible to all. It is excelled by no city in hotel accommodations and admirable assembly halls. The weather, with the exception of a little flurry of snow and sleet which ushered in the month of March, was beautiful and entirely satisfactory even to a Californian.

Excellent music—and not too much of it—was a feature of every general program. It was furnished by pupil organizations of the Chicago schools under direction of their teachers, except on Monday evening when a forty-five minute program was rendered by the Civic Orchestra of Chicago under the direction of Mr. Frederick Stock and Mr. Eric DeLamorter, director and assistant director, respectively, of the Chicago Symphony Orchestra.

On Sunday morning a brief religious service in charge of Dr. Henry Cope of the University of Chicago was followed by an address by Professor E. A. Ross of Wisconsin University on "Can Education be Made to Produce Socialized Character?" Dr. Ross insisted that the "good man" of the nineteenth century, who might be defined in terms of a list of the virtues, would not fill the bill in the twentieth century, for the "good man" of the future will be a "self-adjusted man who recognizes group obligations." Neither habit inculcation nor "legal religion" will produce such a man. His training demands, according to Dr. Ross, first, supervised play, team play and antagonistic play to create a good sportsman who can make quick adjustments; second, co-operative methods in school work and control; third, formation of ideals by methods such as employed by Boy Scouts and Campfire Girls, which organizations were highly commended; fourth, the study of how "big people" have adjusted themselves as exemplified in history and biography; fifth, a study of group relationships—family life, school life, city, state, national and world conditions; and sixth, a new religion presenting the most comprehensive view of life in its effects on one's fellow men and on future generations, from which study one will develop a philosophy of his own life.

### Outlook for Education

Beginning Monday morning the general sessions were held in the Auditorium Theater before audiences which would have fully satisfied Mary Garden had she been commanding their patronage. The outstanding feature of this program was the discussion of "The Outlook in Education" under three general heads: (a) Technical, (b) Commercial and (c) Cultural. Samuel Insull, president of the Commonwealth Edison Company of Chicago, spoke on Technical Education, making a plea for practical training in technical work and offering to put a gas plant or an electric lighting plant at the disposal of college authorities who would use it rightly during vacation periods in order that this side of education in the lines he knew best might be adequately handled. At the same time he demanded a general culture for executives in technical business lines which would provide men of boundless energy, infinite tact, self reliance, enthusiasm, address and ability to hold ones own on the platform and a general knowledge of municipal affairs.

In discussing the outlook for commercial education, F. G. Nichols of the Pennsylvania State Department of Education traced the development of the present type of commercial education and declared that it no longer fitted boys and girls for modern demands. Two years ago an investigation of the work of 4000 boys and girls under 18 who had entered business from our high schools showed 33 bookkeepers and 88 stenographers. Business is becoming highly specialized, the speaker said, and we must not provide:

First, a vocational content of a highly specialized type.

Second, a general business education, formerly learned by employe from employer.

Third, a background of general education to enable the graduate to see the place of business in the general scheme of things.

For the vocational training there must be training of a junior type of service below grade 11 and for senior types of service in grades 11 and 12. In the latter will fall training for stenographers, accountants and salesmen.

The topic of Cultural Education was assigned to President Frank Aydelotte of Swarthmore College, former Rhodes scholar, who asserted that the "problem of liberal education is to train people to live together." England has developed the best system of liberal education in the world, but it reaches only 2 or 3 per cent of the population. Our American system is more widespread, but needs improvement, particularly in a more extensive study of literature, as the development of English thought and in impressing the ideals of our country. A plea for the liberalizing of our present technical education was made. In fact, the "cause of liberal education is the cause of literature" was the recurring theme of the address.

### Adult Education

Dr. F. P. Graves, State Commissioner for New York, was assigned the topic: "Financing Adult Education". He summarized in admirable fashion the defects in our educational system, particularly as revealed by the war, and made a plea for every educational opportunity possible for each person to achieve the training most suitable to his needs. He did not, however, show how a program adequate to meet the needs outlined might be financed under present conditions.

### National Aid

For Monday morning, President Jones had arranged for "A Symposium on the Need of a National Organization for Educational Service" with nine speakers, as follows: Frank L. Smart, Superintendent of Schools, Davenport, Iowa; Alexander Inglis, Professor of Education, Harvard University; George D. Strayer, Professor of Educational Administration, Teachers' College, Columbia University; A. E. Winship, Editor of the Journal of Education; S. P. Capen, Director of the American Council on Education, Washington; Edwin C. Broome, Superintendent of Schools, Philadelphia; Olive Jones, Principal of School 120, New York, N. Y.; W. A. Jessup, President of the State University of Iowa; John W. Withers, Dean of the School of Pedagogy, New York University.

Superintendent Smart was absent and Professor Inglis opened the discussion with a vigorous attack on the Towner Sterling Bill and a strong plea against all Federal subsidies for education, which, he claimed, are both subversive of our theory of government and dangerous to education itself.

Dr. Strayer opened his remarks with a wish that time might permit a debate with Dr. Inglis on the latter's premises. He vigorously upheld both the subsidy feature and the secretary of education features of the Towner Sterling Bill, saying in part:

"Our national government is organized on a departmental basis. Seven of the departments are organized for the administration of functions over which the general government has sovereign power. Three departments, Agriculture, Commerce and Labor, are organized to promote the general welfare. The Department of Education should be added to this latter group because of the seriousness of the problems

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now confronting the nation which can be met only through the development of our public school system. More than half of the teachers in our public schools have inadequate education and professional training. One-fourth of the adult population, as revealed by army tests, are unable to read the English language. Millions of immigrants living among us have little appreciation of American ideals or American institutions. An alarmingly large percentage of the adult population are physically handicapped because of neglect during the period of childhood and youth. Gross inequalities exist throughout the nation in the opportunity provided for education. Surely national leadership and encouragement is needed to solve these problems and certainly the future of America depends upon their being solved.

If the nation is to continue its support of those educational activities and agencies already receiving aid, it will be because a member of the cabinet makes known the needs of this service in the preparation of the budget. If scientific investigations, which should be carried on by the national government in the field of education, are to be carried forward adequately, the director of this enterprise should take rank with the Secretary of Commerce, Secretary of Labor and the Secretary of Agriculture. If education is to have the status, the dignity and the influence in our federal government necessary for the establishment of national leadership, we must have a Secretary of Education."

Dr. Winship avoided the Towner Sterling issue, but complimented the teachers of Arkansas on 100 per cent membership in their State Association. He claimed that if all 700,000 teachers in the United States joined the N. E. A. and each teacher obtained two associate members from among the friends of education, that Congress would be inclined to give heed to a statement of educational needs when backed by an organization of two million paid members—all voters.

Dr. Capen returned to the Towner Sterling issue with a vigorous negative protest and appealed to the superintendents to endorse only such an organization as necessary to undertake what it could be clearly shown states could not undertake, to-wit: (1) formulation of national policies concerning education; (2) conducting investigations of national scope; (3) focusing upon problems in any state ability beyond the reach of the states. He held that federal subsidies were unwise and dangerous.

Superintendent Broome said he held no brief for the Towner Sterling Bill, as he doubted the wisdom of subsidies, but held that education was so important that it demanded a secretary in the President's cabinet.

The next speaker, Miss Olive Jones, held a strong brief for the bill, showing that most of the arguments against it were based upon unjustifiable fears, such as "fear of activity of foundations", "fear of supervision", "fear of uniformity", "fear of increased taxes", "fear of bureaucracy", "fear of politics", etc. These, Miss Jones asserted, were only old fears which had been felt by some with every advance step in city and state systems—they are nothing more than excuses for opposing a progressive measure.

President Jessup, who followed, opposed such federal control as exemplified in the Smith Hughes Act and expressed the fear that a Secretary of Education would mean the introduction into education of partisan bitterness and sharp reversals of policy. He advocated, therefore, a national commission whose members should have life tenure and who would direct public opinion along the lines of educational policy.

Dean Withers closed the discussion with a comment on the disagreement of the doctors and said that it indicated to him that the doctors did not realize how really sick the patient is. The immediate educational problem is the cultivation of human relationships. This demands immediate attention and whatever program seemed possible of earliest adoption was the one behind which he urged every one to get.

The Tuesday morning program had been prepared by Superintendent Condon of Cincinnati and was devoted to school architecture, building and equipment. Professor N. L. Englehart of Teachers' College, Columbia, gave a very fine analysis of the development of a school building program, indicating the points which a superintendent must keep in mind. He was followed by Deputy Superintendent C. L. Spain of Detroit, who showed how Detroit's school building program had been adapted to the platoon system of schools, which Dr. Spain claims makes provision for the adequate housing of a really modern curriculum. The remainder of the program was devoted to illustrated lectures by architects. Mr. Garber of Cincinnati showed in some detail the way in which school buildings had been fitted into their surroundings in a pleasing way and yet made complete in their equipment and provisions for taking care of the work of the school. Mr. Perkins of Chicago discussed at some length the one-story school, showing by pictures its advantages and indicating how what were formerly considered disadvantages had been eliminated. Mr. John J. Donovan of Oakland gave an illustrated lecture on California's contribution to school architecture.

The general session on Tuesday evening was a joint session with the National Society for the Study of Education on the general subject of Intelligence Tests and Their Uses. Most of the material presented is to be found in the Twenty-first Year Book of the National Society.

On Wednesday morning the process of financing education was the topic. The program had been prepared by and was presided over by Dr. Finnegan, State Superintendent of Pennsylvania. Professor Strayer spoke on the work before the Commission in Charge of Educational Finance, of which he is chairman. Three interesting talks followed on the Financial Needs of Education. Governor Hyde of Missouri spoke on Rural Education in a way to indicate that he is a fighting governor who realizes the great need of education, particularly in the rural communities, and does not intend to be sidetracked. He spoke feelingly of the method of assessing values in his state and of his fight to get all assessments made 100 cents on the dollar. When he came into office, 10 per cent of his rural districts were unable with the maximum rate to raise more than $195 per year in taxes, and an additional 10 per cent could not raise not in excess of $260 per year in taxes. M. L. Tomsen, a former member of the school board of Cleveland, spoke on the financial needs of education in cities and urged superintendents to take care to educate their public, and by edu-

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cating the public, he said, the public would keep pace with school policies and there would be little trouble. Professor F. M. Davenport of Hamilton College, and a member of the New York State Senate, spoke on the needs of Higher Education. He urged colleges to give serious consideration to stopping waste and to preventing duplication of effort. Particularly did he condemn the competitive spirit which leads colleges to feel that each must provide a complete course in every line. There were many subjects in which one college might handle a large area and other colleges should not attempt to duplicate work being already well done. The really constructive paper of the session was by Professor Seligman of Columbia, who spoke on the subject, "How May the Necessary Funds for Public Education be Provided?" Dr. Seligman traced the reasons for the development of our present general property tax. He then showed how, under modern conditions, it was an unfair system of taxation, and advocated that except for local revenue, it be abandoned in favor of taxes on incomes and taxes on business. Under a modern system of taxation, Dr. Seligman believes that society will feel no difficulty in adequately financing its public schools.

On Thursday morning President Jones had asked for answers to this question: "What Has This Country Reason to Expect by Way of Culture, Efficiency and Good Citizenship in Return for the Cost of Operating Public Education in This Country?" The speakers were as follows: William O. Thompson, President of Ohio State University; Frank E. Spaulding, Graduate School, Yale University; John J. Tigert, United States Commissioner of Education; Will C. Wood, State Superintendent of Public Instruction, Sacramento.

The answers to this question were so suggestive and stimulating that it was moved and carried unanimously that these four addresses be printed in a pamphlet to use as propaganda for public education. It was indeed gratifying to the Californians present to realize that the outstanding address and the most statesmanlike answer to the question was given by the last speaker, our State Superintendent, Will C. Wood. It is hoped that our Western journals will find space in the near future to print Mr. Wood's address in full.

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School boards, school trustees and purchasing agents will be interested in the announcement of the Western States Seating Company, 113 Kearny street, San Francisco. The school people will be interested in knowing that Mr. McNulty, one of the best known experts on desks and school furniture, is the active manager of this concern. Service, durability and satisfaction, are the watchwords of this new firm.

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Will C. Wood, Superinttendent of Public Instruction of California, has been offered the presidency of Arizona University at $10,900 per year. His present salary is $5000, but he will stay by his job in California and calling out the biggest educational program ever offered to any people.

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# The Haydock Public School, Oxnard, Cal.

The above building was named in honor of Superintendent A. B. Haydock, who has been in the school work for thirty-six years and is still fifty-five years young. He has built up a fine system at Oxnard. The building has twelve fine classrooms, an auditorium seating 562, which is also equipped as a gym, shop, domestic science, lockers, rest room, stock room, showers, etc., etc., and four acres of playground with asphalt tennis courts, ball grounds, stand and all kinds of apparatus.

It is seldom indeed that a man is honored by having a public building named after him while in the land of the living. It is therefore a special honor to Superintendent Haydock. As teacher, member of county board of education and superintendent, he has been a forward looking and progressive educator of splendid integrity.

In answer to a question about the unusual features of his school work, Mr. Haydock says:

"Possibly there is one feature of our work that may interest the public because its practicability in all schools does not yet seem to be established. For the third year we are furnishing our children with warm lunches and it has been a big success in every way.

"We take care of from over one hundred on stormy days to an average of about forty-five on clear days in the grammar school building and about half as many in the primary building. This year the Red Cross is furnishing money for the under-nourished children who cannot afford to pay. We get out fifty and twenty-five cent tickets which are given to children free upon recommendation of the school nurse and attendance officer. All others pay for them, the food being furnished at store cost without charge for gas or service. I mention this for the reason that you are giving out items of general interest and it may be that other schools will be interested in our plan."

## DO HIGH SCHOOL STUDENTS KNOW?

Tabulation of 200,000 papers in the second Review of Reviews current history test showed some interesting results. These papers came from every section of the country.

*Of 1000 senior high school students, to vote in three years, 40 did not recognize a picture of President Harding; 30 did not know Pershing; 630 did not know the meaning of "open shop"; 250 could not mention an item of interest connected with Washington; 800 did not know the much advertised Budget Director Dawes; 690 could not recognize Root; 710 did not know their own state's school executive; 600 thought Wilson ratified our treaty with Germany; others named Roosevelt and John Marshall as our present chief justice; others believed Leonard Wood was governor-general of Philadelphia; that Manila was a port in Cuba; that Congress had just voted against substituting a reliable tax for a total tax; that Stinnes was a leader of the Klu Klux Klan; DeValera an Italian general; Lloyd George king of England; and Pershing a French general visiting America, or a renowned general in our Civil War.

Should a high school senior know anything about current history?

*Public Service Bulletin, 1922.

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"Songs of Happy Life", by S. J. Eddy, has been issued in a new edition. This book deserves a wide circulation. The songs have been selected with a view to emphasizing kindness and happiness. The music corresponds with the words. The easiest songs for smallest children are found in the first pages.

Humane education was made one of the statutory studies in California in 1901, but there is no official outline. Teachers will find the appendix to "Songs of Happy Life" contains printed matter, lists and programs, usable during the entire school year. (American Humane Education Society, 180 Longwood avenue, Boston, Mass. 128 pages. 50 cents.)

The Colusa grammar school has almost doubled in attendance this last year, according to Principal G. P. Barnes. The children's playground is a feature of the Colusa school. Boys and girls are divided into sections and squads and are directed by a leader. Good results have been obtained from this method and the playgrounds were said by a playground authority to be one of the best organized in the northern part of the state.

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J. E. Birch, principal of the Willows grammar school and member of the Glenn county board of education, states that the new union elementary school, erected at a cost of $180,000, will be ready for occupancy in March. The districts included are Willows, Jacinto and Stone. Children at a distance are brought to school by school busses.

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A school band of thirty-five pieces is one of the features of the Marysville grammar school, where Walter Kynoch is principal. The band plays for public performances when required. Three rooms have recently been added to the Marysville school and it is expected that two more will be added next year. The domestic science department cooks and serves a lunch to 125 pupils in the school.

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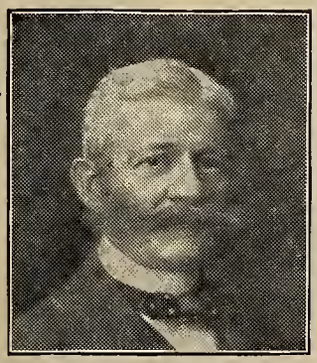

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## THE COURSE OF STUDY

By Harold F. Hughes

The Fresno teaching corps, under the leadership of Superintendent William John Cooper, is engaged in producing a new course of study. As is customary at such times great difficulties arose in making the time allotment. Each committee chairman made his demand for time and when the amount was totaled there were not enough hours in the day to accommodate all the subjects. When no agreement could be reached a committee of three was appointed—Annie G. Harvey, head of the Nature Study Committee; J. C. Paltridge, head of the committee on Thrift, and Harold F. Hughes, chairman of the Geography Committee. This committee was to present a time schedule to please all.

The committee, realizing that a time schedule is an arbitrary affair of very little moment to the real teacher, decided upon a new plan of grouping the subjects under the heads and allotting the time to the big groups. The argument put forth was that one teacher can teach more language in twenty minutes than another can accomplish in twice the time, while the second teacher may attain results in arithmetic more rapidly than the former. It was further held that if a course of study was built with definite aims for each subject the teacher could attain these aims more easily if left a leeway on the time allotment.

The following schedule was adopted:

| | First | Second | Third | Fourth | Fifth | Sixth |
|---|---|---|---|---|---|---|
| Social Studies | 120 | 120 | 250 | 345 | 345 | 410 |
| English | 590 | 615 | 575 | 565 | 565 | 475 |
| Mathematics | 50 | 75 | 150 | 200 | 200 | 200 |
| Cultural Activities | 290 | 315 | 300 | 290 | 290 | 315 |

In each grade there was left fifty minutes per week of unassigned time. While fifty minutes per week was allotted to mathematics in the first grade, the committee recommended that number work be taught incidentally in this grade.

A little explanation of these large groups is probably in order. Under social studies is grouped geography, thrift, community hygiene, history, civics, morals and manners and nature study. Each subject was granted a minimum time in a supplementary table. English includes reading, language, writing and speaking. Mathematics has under it but the regular arithmetic of the grades. The cultural activities include physical training, music and art. Physical training carries with it personal hygiene. Music is made to include assemblies, while art is a broad title to take in drawing, manual training and home economics.

When legislators tackle the school problem they end by passing a law requiring the teaching of a new subject when the curriculum is already overcrowded. When teachers get to considering the matter thoughtfully they see that they should not teach subjects but children; that is, that if they put their efforts in toward developing the child along natural lines the subjects will drop into their proper positions. The present time schedule is a step toward giving the teacher an oportunity to use her judgment and initiative in the allotment of her time.

---

R. Thane Cook, manager of American Teachers' Association, Los Angeles, has opened new offices in the Baker-Detwiler Building, 605 and 606. This agency reports a fine, prosperous business, and boards of education and school trustees will find Mr. Cook ready to render efficient service in supplying teachers for their schools. For the past three years Mr. Cook has been on the staff of the Federal Board for Vocational Education. He was formerly head of the Department of Education and Psychology at the Northern Arizona Normal School and was principal of the Phoenix Union High School for three years. He has the Bachelor of Arts and Master of Arts degrees from the University of Michigan and is a good judge of teachers and teaching qualities. He will be a valuable aid to superintendents and boards of education in selecting their faculties.

---

The Fowler Union high school under William A. Otto is in its magnificent new plant. Some $225,000 has been spent for the plant without the equipment. Some $40,000 more is to be spent for gymnasium and shops. With 220 in attendance Mr. Otto is looking toward the 300 marks as an ideal number for running a high school thoroughly balanced in organization.

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The Selma Union High School, under J. R. McKillop, now enrolls 525 pupils.

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## SOME THINGS SAID ON EDUCATION AND LIBRARIES AND LIFE

A circulating library in a town is as an evergreen tree of diabolical knowledge.—Sheridan, The Rivals.

There is no Past, so long as Books shall live.—Bulwer-Lytton.

The world is satisfied with words. Few appreciate the things beneath.—Pascal.

He need not go from home for good instruction.—Terentius.

The richest minds need not large libraries.—Amos Bronson Alcott.

A great library contains the diary of the human race.—Darwin.

The most important part in every affair is to know what is to be done.—Columella.

Public instruction should be the first object of government.—Napoleon.

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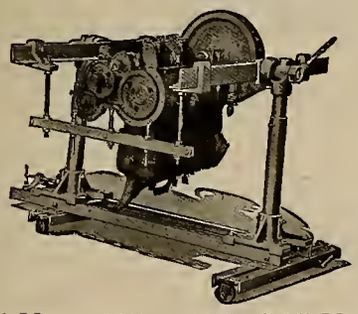

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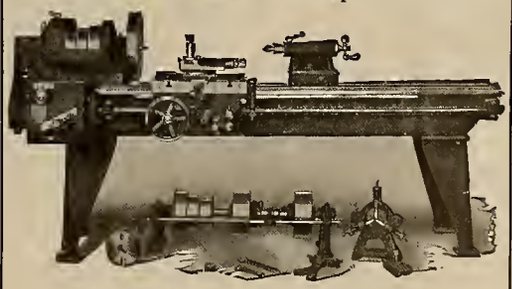

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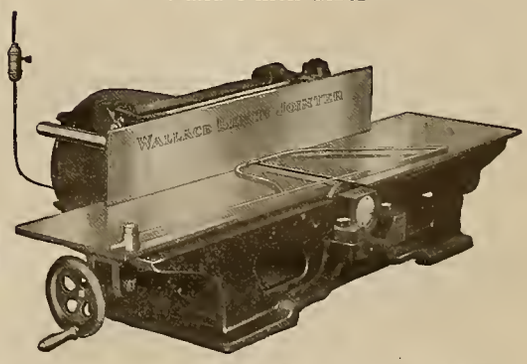

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# HARRON, RICKARD & McCONE

SAN FRANCISCO LOS ANGELES

### A Question of Official Conduct

A few weeks ago the editor of this Journal called on the school superintendent of a large system and asked if the superintendent were in. "No, the superintendent is not in," replied the young and rather pretty stenographer. She did not blink an eye. I asked, "Will she be in later?" The stenographer said, "No." again with emphasis. Just then a deputy stepped up and shook hands with me and said, "Would you like to step in with me and see the superintendent?" I said, "The superintendent is not in." He said, "The superintendent is in." I was embarrassed to have caught so charming a lady in a lie, but she was unembarrassed and unashamed, and I said to myself here is a chance for a discussion on the value of lying as an administrative function. Is an administrative lie justifiable? I was insulted because the stenographer took for granted that I was not a game sport and could digest the truth. A lie hurts me. The truth never should and seldom does. A lie from the superintendent's office is bad for every child in a school system, and an official or technical lie should not be permitted in a school system. If a book representative, an editor or social caller, a taxpayer or a woman's club representative, or any individual no matter how unimportant or important to himself or others, should be offended at the truth, then such a one is not worth a lie. The social lie is bad enough. The business lie is worse; the school administrative lie is the worst of all, because it poisons the drinking fountain of our children. Be brave, have your stenographer say you are busy, or use any phrase that will convey the truth. Big men and women do not use subterfuge.

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Miss Godfrey of Springfield, Mass., representative of Holden Patent Book Concern, is touring California.

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Superintendent Cooper of Seattle has resigned and Deputy Superintendent Cole has been appointed in his place. Those who know the situation report that Superintendent Cole is equipped by experience, personality and education for the position.

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Superintendent Benson of Haywards has resigned. It is reported that there is a vacancy for some one who desires to fill a supervisory position.

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Dr. F. J. Bobbitt of Chicago University has returned to Chicago after several months' intensive work in Los Angeles City on the fundamentals of a new course of study.

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A. N. Palmer, the author and publisher of the A. N. Palmer Writing System, is spending a part of the year in his beautiful home in Pasadena. Mr. Palmer is a genial host, a successful man both as an author and in business. We hope that the State Board of Education will study the merits of Palmer System and in time give the elementary schools of California the benefit of it. California schools should have the best, and a new and improved objective in writing should be immediately given to the pupils.

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### THE MORON

By W. L. Mason

Moron: A child who fails to pass the Terman Intelligence Tests with a grade above 70; a sub-normal.

I am only a moron, they tell me,
My mind is feeble and slow;
I never could work any problems,
Or spell like some others I know.

My teacher she calls me a blockhead,
Some other folks say I'm a fool
Because I won't study my lessons,
And hate to be shut up in school.

They're all the time testing the children
To see, as they say, what they know;
They told me that ninety was normal,
But the marks that I got were so low

There was no use a'trying to teach me,
So they let me go out doors and play.
I'm glad I am only a moron
So I don't have to study each day.

It's a whole lot more fun in the sunshine,
Where the birdies keep singing all day,
Chasing butterflies over the meadow,
Or tumbling about in the hay.

When they talk about their books and book learnin',
Perhaps I am only a fool,
But I know a lot more about wild things
Than the kids that are shut up in school.

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CATALOGS AND PRICES UPON REQUEST

The Teachers' Association of San Francisco, with Miss Edith Pence as president, is making rapid progress. Mr. John A. Lenahan introduced resolutions recently to provide for the better care of teachers who are ill, and Mrs. Ostrom, as chairman of the sick leave committee, has presented to the Board a request that all teachers be allowed full pay for absence from school caused by illness, for at least five full days.

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Wanted—Copies of Western Journal of Education for January, February and October, 1915; March, 1916; January, 1918. Please send to Harr Wagner, 1112 Hearst Building, San Francisco. Thank you!

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Mark Keppel has been elected president of the Executive Committee of C. T. A., vice Morris E. Cox, resigned. The Council gave Mr. Cox a check for $500 as an appreciation of his services to the association.

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Selden Smith and the entire charming Smith family were guests of Hotel Green during the High School Principals' Convention. Ginn & Company were also represented by Harry Linscott and F. A. Rice, J. B. Lippincott & Company by C. W. Taber, author and manager of the Chicago branch; A. N. Palmer Company by Mr. Nolan and Mr. A. N. Palmer; Silver Burdett & Company by J. E. Osborne and Mr. Colvin; the World Book Company by Mr. Jones; D. C. Heath & Company by Mr. G. H. Chilcote; the American Book Company by Leroy Armstrong, author of State Readers; Rand, McNally & Company by A. A. Belford and Mr. Beers; Gregg Publishing Company by Mrs. F. E. Raymond; Milton Bradley Company by Miss Willis; Henry Holt & Company by Mr. Mavity; and then there was "Scotty", Harr Wagner Publishing Company by W. M. Culp and "Himself"; the Sierra Educational News by Arthur Henry Chamberlain; the Macmillan Company by T. L. Morehouse, Mr. Beers, Mr. Cobler and Mr. Ellsworth.

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The University of Southern California is making a great event of the inauguration of President Dr. R. B. Von Kleinsmid, April 27-28. Prominent men from various sections of the United States will be present.

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Attorney General Webb has ruled that under the tenure law passed by the last legislature a teacher who taught two years in the district before the law became effective has a right to its protective features. The school board, however, has a right to fix salaries and change them under the law.

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The Sacramento Bee of March 28th published a fine account of the Chico's new high school, with special mention of the principal, James Ferguson. The new buildings and grounds will cost from $600,000 to $700,000.

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Superintendent Lena Jackson, the efficient superintendent of Napa county, held an institute for the school trustees on Saturday, March 25. H. C. Melone, Hon. Will C. Wood and Sam Cohn were the instructors.

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### JOYS OF BOOKS

Only three things are necessary to make life happy: the blessing of God, books, and a friend.—Lacordaire.

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A common friendship—who talks of common friendship? There is no such thing in the world. On earth no word is more sublime.—Henry Drummond.

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We get no good
By being ungenerous even to a book.
And calculating profits—so much help
By so much reading.
It is rather when we gloriously forget ourselves and plunge
Soul-forward, headling into a book profound,
Impassioned for its beauty and salt of truth—
'Tis then we get the right good from a book. —Elizabeth Barrett Browning.

---

Good books, like good friends, are few and chosen; the more select, the more enjoyable.—L. Alcott.


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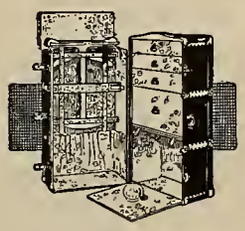

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*Correspondence invited.*

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Departmental work is a part of the curriculum in the Yuba City elementary upper grades. Chester Winship is principal of the school. A $56,000 building has recently been completed. It houses the kindergarten and the first five grades. The upper grades and the music room are now in the old building, but it is expected that a new school will soon be built on that site. The enrollment has increased about 100 this last year. Manual training and sewing will be added to the course next year, according to the principal.

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No entertainment is so cheap as reading, nor any pleasure so lasting.—Lady Mary Wortley Montagu.

# FILM TEXTS

C. A. Stebbins

Generation after generation has added its bit to the content of civilization in ever-increasing geometrical progression until it has become a complex comprehensive affair indeed.

The first step in the processes of education is to give the child a usable part of the content of civilization—a working background of experience. Thus it was that the advent of the printed text, or textbook, gave great impetus to educational processes for the text presented to boys and girls in "predigested" form for their examination, discussion and interpretation in terms of conduct a large part of man's knowledge concerning the universe in which he plays and works.

Now comes the film text, borrowing virtue from the printed text, putting into the teacher's hands all of the teaching power in motion, narration, dramatic and educational interest, wholesome environment and the example of superior personalities to speed up intellectual activities; parading before the eyes of the children their educational inheritances, the accumulated knowledge from the ages past to the present—for examination, discussion and interpretation.

While the printed text records in words the experience of others to be released only for the reader whose background of experience parallels the writer's, the film text is the experience. Language and near-actualities are unified.

A film text is a series of one-reel film lessons or motion pictures systematically and logically arranged presenting to boys and girls in the language of action-pictures the essential content of the subject portrayed.

Physically speaking, the printed text and the film text are comparable. The language of words in the one becomes the language of action-pictures in the other. The chapters in the one become the film lessons in the other. Each is a classroom accessory designed to strengthen the processes of teaching and learning. Both are massed attacks on certain grades with a series of lessons orderly arranged driving home the essential principles on which the subject is based.

So far as our information extends the film texts entitled "Citizens in the Making" and "Home Gardening," produced by a San Francisco corporation, are the result of the first successful attempt of its kind to make of the motion picture a real teaching instrument founded on accepted pedagogical principles.

The film text on citizenship is composed of thirteen one-reel film lessons, while gardening is treated in five lessons. Each lesson is a unit in itself, but bears a close and a logical relation to the other lessons.

Seven of the thirteen reels on "Citizens in the Making," entitled respectively "Twentieth Century Pilgrims" (two reels), "Steps Towards American Ideals," "Service," "Obedience," "Thrift," "Physical and Mental Fitness" deal with "Civics in the Home." A comprehensive civic program should start at the university, reach through the secondary and the elementary schools into the homes, for citizenship is largely a habit of living, and deep-seated habits are founded in the homes. Start selfishness and other despicable habits in the home and they will flourish wantonly in social-civic life, at a later time, demanding their toll. Likewise found service and other admirable traits in the home and they, too, will thrive in community life, dominating behavior. The Golden Rule threaded into one's being, determining one's conduct would make for citizenship in the highest sense of the word.

Civics in the mind of the average pupil confines itself to the duties, powers and responsibilities of the President and Congress, and citizenship is an intangible something which the pupil thinks will come to him when he arrives at the voting age. The average child is astounded if told that citizenship may be practiced in his own home every day. Yes, film lessons in "Citizenship in the Home" have reason for being.

The six other film lessons show the boys and girls practicing citizenship at school. The lessons are titled: "The School Beautiful," "School Discipline," "School Industries," "Working with Civic Organizations" and "Community Service" (two reels).

It is at school that the child faces the disagreeable fact that world activities do not begin and end with him—that he is not the center of the universe. To insure a well-organized, far-visioned, social-civic conscience let us exercise our children in the social-civic attitudes which we hope for and expect of them as adults.

The educational starting point of these film lessons is—**that anything which educates a boy must start processes within him which express themselves in terms of conduct.** For example, the lesson may give a child the impulse to start a garden; it may picture graphically the art of spading, but not until he obtains the reaction from the "feel" of the act in turning the soil has the lesson real educational value for him. Therefore the lessons are short and are designed to occupy but ten minutes of the class room recitation period, the balance of which is spent in probing out the subject matter for examination and discussion, which is intentionally submerged in action-pictures.

The film lesson generates an impulse to do; it shows the child what to do and in the hands of a good teacher it gets something done, thus shaping behavior, the ultimate goal and test of teaching.

It follows that these film lessons set the children to work and are not made to entertain or to do for them that which they must needs do for themselves to benefit therefrom. The leading "lady" in the class room is the pupil, not the teacher.

The language of action-pictures is used to the best of the producers' ability to portray the subject matter, hence few formal titles are used. Such titles conveying instruction limit thinking as does any form of the lecture method. When the action seems to demand a title it is spoken or so worded as to excite mind "muscle" activity.

The film lessons under discussion are built to awaken, to nourish and to give direction to the native interests—the deep-seated instincts of children. For example, since the most interesting thing to a child, not considering himself, is another child of the same age or a little older, each fundamental principle projected as a lesson unit is threaded through an interesting narrative involving the personalities of an attractive, admirable boy and girl of the age of the children for whom the pictures are intended.

While the boy is not a "sissy" nor the girl a "goody-goody," the film text author has created personalities slightly above the average in physique and behavior, thus to exert a decided lifting power on the boys and girls who learn to admire and who come to imitate their picture friends. We are imitative creatures at best. One may look to his neighbor for the greatest one influence in shaping one's behavior.

It follows that superior film texts must be made for boys and girls, since editing and re-editing pictures which have run their course on the commercial screen, however cleverly done, cannot put into them the breath of child personality.

Competitive games, animals and subject matter of like nature find their places in the lessons, thus touching and inciting other native child interests.

Through careful, painstaking analysis of the commercial screen the producers of these film texts have been successful in isolating the basic elements of the motion picture, the most potent one factor shaping the conduct of men, women and children, and have reassembled and adjusted them to the needs of boys and girls and class room practices, thus putting into the teachers' hands an educational "seven-league boots."

In order that the latent teaching powers of the film lessons may be awakened and made to function to the greatest extent a "Manual of Civics Film Text" accompanies the course, giving suggestions and other aids of great value to teachers.

Film lessons will: (1) Establish quickly a usable, comprehensive background of experience—the first step in educational process; (2) develop the imagination to manipulate effectively this background; (3) formulate ideals to give direction to one's life; (4) produce impulses which vivify these ideals, and (5) direct conduct—the ultimate end of the school.

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Superintendent Horace M. Rebok of Santa Monica is preparing an epoch-making program for the High School Teachers' Association at Berkeley and Los Angeles for 1922.

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Director Will C. Wood of the Teachers' Colleges of California has authorized the full-page announcements of the summer sessions of Teachers' Colleges of San Diego, Santa Barbara, Fresno, San Jose, Arcata, San Francisco and Chico. This is effective publicity, and we hope our readers will profit by the information.

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Directory Bulletin, 1921-22, has been issued by the California State Board of Education.

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To divert at any time a troublesome fancy, run to thy books; they presently fix thee to them, and drive the other out of thy thoughts. They always receive thee with the same kindness.—Thomas Fuller.

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## SUCCESS

By Mary Ellen Hollister

In Edward Yoeman's book, "Shackled Youth," there is a strange picture given of the success of some men and women. They are as enslaved to the world's measurement of success for them as a dog trotting in the dust beneath a wagon. Only a few have the courage to seek a path out of the dusty road or the audacity of Stevenson's hero who lies in the shade with a handkerchief over his face and a book by his side.

What is a measure for success? It must be for both personal and professional success since the two cannot be separated. It is, probably first, a work that gives the greatest opportunity for expression—that brings the greatest zest for living. "Joys of life," one of the new poets says, "sold to me, for the price of laughter." Such work constantly demands new ideas, spontaneous, vivid effort. It is possible for some teachers to bring to their work this interest which keeps it fresh and virile and visionary. There are others, and they are by far the majority, who need to get away and into another atmosphere during vacations, or for a year or two at a time. They build up, during this period of change, a reserve of energy and of interest upon which they draw later on in their teaching. And then there are many who entered the teaching profession because it was considered a safe and convenient profession for women. Everyone of us knows women who are hampered and cramped in the school room, who would be fine and unlimitedly successful in other work. They are traveling in the dust—giving their days to a career that has for them a savorless goal.

The first group—of men and women who find joy in their work and for whom recreation is more work—are the few favored ones of earth. The second group, of those who need periods of building up and stimulating contact with other environments, have their opportunity in a second profession. If they are equipped with training to do something besides teach, they can make their vacations mean progress, and can safely try a change of work for a year when the training of children begins to lose its freshness for them. If they are equipped with a business training, for example, they have opportunities for travel and for unusual and interesting work. The cost of such a training is negligible. It can be acquired in a short time by giving an evening or so a week to it. It repays, in one summer of change, the effort that it costs.

The wide varieties of opportunities that are opened by this same training gives to teachers who are not in their right work a chance to find a career that will give them other and more vital returns than money. The right work has within itself rest and recreation. It pays—and pays bountifully—in material and spiritual coin. It is a true measure of success.

Dr. Charles W. Decker
Rooms 308, 309, 310, Third Floor
Phelan Building
Telephone Kearny 1630 San Francisco, Cal.

I have friends (my books), whose society is extremely agreeable to me: they are of all ages, and of every country. They have distinguished themselves both in the cabinet and in the field, and obtained high honors for their knowledge of the sciences. It is easy to gain access to them; for they are always at my service, and I admit them to my company, and dismiss them from it, whenever I please. They are never troublesome, but immediately answer every question I ask them. Some relate to me the events of past ages, while others reveal to me the secrets of nature. Some teach me how to live, and others how to die. Some, by their vivacity, drive away my cares and exhilarate my spirits, while others give fortitude to my mind, and teach me the important lesson how to restrain my desires, and to depend wholly on myself. They open to me, in short, the various avenues of all the arts and sciences, and upon their information I safely rely, in all emergencies. In return for all these services, they only ask me to accommodate them with a convenient chamber in some corner of my humble habitation, where they may repose in peace: for these friends are more delighted by the tranquillity of retirement than with the tumults of society.—Francesco Petrarch.

## THE CLASS ROOM SCULPTOR

Ruler in hand stood the teacher grim,
A trembling lad before her;
With flashing eye, she tongue lashed him—
How could the child adore her?
She whipped the lad on the trembling hand,
With lips pressed in firm decision;
His face was set by the reprimand
With hate and wild derision.

Teachers in life we make or mar
The lads who pass before us;
In the long eternity, what they are
Will be sung in angel chorus;
If we mar the life with careless hand,
And lack the heavenly vision,
With shame before the throne we'll stand
To hear our Lord's decision.

RUTH CROCKER HOFFMAN.

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# State Convention of California High School Principals, Pasadena, April 10-14, 1922.

There was a large attendance at the meeting. Junior high school principals, many district superintendents, and a number of county superintendents were present. The session opened in the high school auditorium with prayer and music and an address of welcome by Mark Keppel of Los Angeles, which for poetic imagery, felicity of expression and brevity has seldom been equaled. Superintendent West of Pasadena and Principal W. L. Ewing extended in cordial and appropriate words the welcome of Pasadena. Principal Jensen of Eureka gave an excellent response. There were many notable features of the convention. Will C. Wood, Superintendent of Public Instruction, gave an address of unusual thought and expressed the thought with splendid rhetoric feeling and enthusiasm. If he continues his high standard of delivery, there is danger that he will be known as an orator, which is almost fatal to an educator. Governor Stephens was happy in his remarks, and so was the audience.

Hon. A. C. Olney, State Commissioner of Secondary Education and presiding officer of the Principals' Convention, Pasadena, April 10-16.

Principal E. H. Barker of Santa Rosa, author and formerly representative of a publishing house, made a remarkable address. It stood out as one of the high spots of the convention from the standpoint of substance, delivery and appreciation by the audience. The local committee furnished fine music and excellent entertainment for the guests. Pasadena is beautiful and all enjoyed its avenues of palms, its beautiful homes and wonderful drives.

The officers of the association were as follows: Mr. A. C. Olney, Commissioner of Secondary Schools, chairman, ex-officio; Mr. Joseph P. Nourse, San Francisco, presiding Tuesday morning; Miss Elizabeth Arlett, Oakland, presiding Wednesday morning; Mr. T. A. Russell, San Diego, presiding Thursday morning; Mr. Bruce H. Painter, Petaluma, chairman committee on resolutions; Mr. Frank Bouelle, Los Angeles, chairman Southern committee on junior high schools; Mr. H. H. Glessner, Berkeley, Chairman Northern committee on junior high schools; Mr. Merton E. Hill, Ontario, chairman junior college committee; Miss Opal Stangland, secretary.

Great credit is due to Superintendent John Franklin West, to F. F. Martin, manager for board of education; to W. F. Ewing and various committees for the charming hospitality shown.

Hon. A. C. Olney, in his opening address, was so free from platitudes, so keen in interpretation, so modest in presentation and so valuable as a document to be presented not only to high school principals but all the people that we print it herewith in full.

## The Address

High School Principals of California,
Ladies and Gentlemen:

My text this beautiful April afternoon is taken from the first verse of the twentieth chapter of the second book of Caesar's epistle to the Roman Senate. "Caesari omnia uno tempore erant agenda"—"Everything had to be done by Caesar at one time." This text applies to modern education just as truly as it did nineteen hundred and seventy-nine years ago, if we merely substitute for "Caesar" the word education. The battle line against illiteracy in the field of secondary education is along three fronts: The education of the minor, part-time education, and adult education. The attack must be simultaneous and in three-column formation. The great need is for leadership. Very little training in the past has been furnished for leaders, so that they must be developed from the ranks. The high school principals are the leaders in education today. If they are not prepared to go forward with everything at one time, they must give place to those who will. Hitherto the attacks have been carried on against one objective at a time, but the time has now come in the battle when we must have clearly in view all the objectives at once, and proceed without specially stressing any individual goal.

No longer must we make the mistake of Sandy MacGregor. You may be familiar with this classic tale of the canny Scot who wished to take Mrs. MacGregor for a flight in the air. To his consternation he learned from the aeronaut that the fare would be $25 for each passenger. This amount he succeeded in reducing by negotiation to $25 for the two, with the proviso that $5 should be paid in addition for each exclamation uttered by either passenger during the flight. The wily air pilot tried to startle his passengers by nose dives, tail spins, loop the loop and even by a short trip upside down, all to no effect. On reaching the ground the pilot said, "You win, MacGregor." To which our friend replied, "Yes, mon, but ye nearly got me that time Mrs. MacGregor went out."

He had his eye on one objective and neglected another which was perhaps even more important. Our tendency in education has been to center our attention on one objective at a time. The history of modern education shows over-emphasis, by periods, at one time upon classical training, at another upon mathematics, at still another upon science, and today, in some quarters, the over-emphasis seems to be on vocational education. None have been so quick to recognize this fault as those whose training has been purely vocational. Groups of workers in various localities have met together to voice their need of cultural instruction. Man cannot live by bread alone. With an increase in the amount of leisure time, the need for the proper use of that time has become apparent. To be sure, the over-emphasis upon one objective is often not so serious as would at first appear. It is often merely voiced by a superintendent of schools who delivers an address stressing a progressive phase of modern education and who has a real good time thinking how he should like to put such a program into effect if only his community were different or if he had the time, or if—ad infinitum.

Lest we fall into the same error of stressing one aim over another, let us recall the several objectives of secondary education outlined by the committee on the reorganization of secondary education. You will recall that they are (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, (7) ethical character. Several institutions such as the home, the school, the church, the fraternal society—all contribute to the attainment of these goals. The shifting relations of the various institutions, one to another, call for a frequent re-definition and re-interpretation of the part played by each. For example, the change in the character of our population from rural, agricultural communities to city and town grouping has weakened the responsibilities formerly resting upon the home, the church, and the guild, and has thrown additional responsibilities upon the school.

The teacher who is unwilling or unprepared to recognize the new duties of the school must give place on the battle front to those who are not only prepared but willing to accept the challenge of battle.

Citizenship is one of the goals whose definition has undergone sweeping changes. The attack against bad citizenship has hitherto been limited to an attempt to educate an unrestrained flood of immigrants and occasionally to deport some of the worst of this rising flood. The solution of this portion of the problem is met only in part by a law which restricts immigration to three per cent annually of each ethnic group of our population. No attention is paid according to our present limitation of immigration laws to the quality of the incoming mass. Recently investigators for the United States government have recommended that examination of immigrants shall be made not on our shores, but on the point of embarkation. Acceptance into our country of individuals of low mental, physical and moral capacity has been like receiving traitors into our army. A few may have been regenerated, but the numbers have become too great to continue this policy with safety to the republic.

Citizenship was once considered an attribute only of the adult, but American law and practice makes every boy or girl born in America an American citizen just as truly as is a grown-up. In school life, boys and girls participate in the government of their school, but do not control it. A school with a student-government would be a commune; with a teacher-government an oligarchy; with a principal-government an autocracy or a despotism. In a school democracy, students, teachers, principals and school board units in its government. Even in a democracy there is always a legal supreme authority subject to change. In a school democracy this resides in the board and the principal. Adult citizens participate in the government of the community, the state and the nation. The duty as well as the privilege of the citizen is to make the most of his capacities both for the benefit of himself and for others. To this end he is entitled to very moral and legal aid. The school is one of such means. Part-time and adult classes help him to achieve American ideals. We cannot shirk our responsibilities to any citizen group because of the difficulties of administering that duty. One part of it is being neglected at the present time. Another institution is performing the duty which is ours. Extension classes, both by correspondence and by oral instruction are being taught in the secondary field by the colleges and universities. If the high school performs its proper functions, it will undertake extension classes each for its own community. It is an easy thing for the school administration to over-emphasize attributes of good citizenship. We must remember that the field of education is not limited to development of the intellect. If some of our experiments in education indicate anything at all, it is that a large group of human beings is extremely limited in mentality. Most of our intelligence tests are still crude and imperfect. Those who are expert in this field of investigation agree that the intelligence tests so far developed must be used with caution, and regarded in general merely as a means of quickly arriving at the conclusion which good teachers are otherwise able to reach only after weeks or months or study of children. But, after all, even if intelligence tests gave us clear-cut and unassailable conclusions with regard to the intellectual capacity of each individual, we should have a measurement of perhaps a very desirable attribute, but who shall see that it is the most desirable or even the most important? Investigations of gang leaders in New York City show that in most cases the intelligence rating of the leader is considerably lower than many of his followers. By observation and by means of intelligence tests (however imperfect they may yet be) we have learned that many adults are intellectual children and that many children and adults are of limited intel-

lectual capacity. It would be pure folly to continue to try to pour a gallon of material into a container whose capacity is a pint or a quart. The fact that one's intellectual capacity is limited does not necessarily mean that there is a zero limit to his capacity for learning a vocation or an avocation or perhaps of becoming a good citizen. In such cases the schools should see to it that he does not become a bad citizen or perhaps a bad leader. The traditional objective of our school system was the intellectual training of a mythical average child. Some enthusiasts today would emphasize the education of the intellectual subnormal. We should not be jarred or otherwise shaken from our ideal of developing each citizen to make the most of his capacity for himself and for his service to the community and state. If there were any justification for giving more attention to citizenship training of any one group more than another, that group would be the supernormal who ought to be trained for leadership.

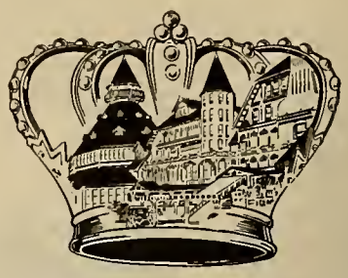
The leader cannot do it all. He must inspire his following to support him in his warfare. The battle lines against illiteracy are so far flung that the advance must be heralded other than by the spoken word. Publicity is necessary in order that a community may follow its leader. The most successful school in this respect is the one which succeeds in getting the public to visit in order to see what it is doing. The public does not visit a school which does not offer every facility for imparting information about the work which is going on. I can not see how any high school today can expect to be frequently visited by members of the community unless a general program of studies intelligible to any non-professional visitor is put in a prominent place in the main hall and unless program door-cards are provided as labels for recitation rooms. A great difficulty in teaching good citizenship is the world-wide moral slump which is our heritage from the great war. Large bodies of men had much leisure time during the war period. The unemployed men have now in peace time the same condition to face. The use of their leisure time has not been wise. Bad habits have spread even to the children in our schools. What else could we expect? The wise administrator will see that the leisure time of high school pupil is completely employed. Social training must necessarily be one of the fundamentals taught in the modern school. It is not a side issue. It is entitled to a place on the program. The social outlook must be sane and sensible if we are to turn out trained and happy citizens. Perhaps the most important fundamental objective and at the same time the one most neglected by the school is worthy home membership. This is one of the two objectives for which the home formerly claimed to give almost the entire training. The home is a postulate of American life. All our other institutions are based upon it. As home making is nearly universal because membership in the home or family is a part of every individual at some considerable period of time in his life, training in home making should be required instead of elective. Many high schools are today offering elective courses both to boys and girls in this fundamental subject. If the American home is to survive, training in home making must be added to the list of fundamental subjects. The test of the statement that home making is taught neither by home nor the school is to be found in the ignorance shown by those who are beginning to set up homes for themselves. A comparatively new division of the secondary field seems to offer a solution for many of our problems and for some of our failures. This is the junior high school about whose organization and curriculum very little is known and still less is settled. By legal enactment in California the junior high school may consist of a group of grades seven, eight and nine, or seven, eight, nine and ten. No other restriction is placed on the curriculum than that the course of study shall be suited to these several grades and shall be subject to the approval of the State Board of Education. No longer is there any restriction as to the amount of time to be devoted to any particular group or subjects. The compulsory education period normally covers the attendance upon the grades of the junior high school. But law does not make an institution. So-called junior high schools are being formed with great rapidity. Between October, 1920, and October, 1921, twenty-two out of the thirty-three new high schools formed were of this type. I suggest that the past neglect of the objective of worthy home membership shall begin to be corrected by including attention to this fundamental goal in the junior high school organization. In the section meetings of this convention the preliminary reports of committees on the subject of minimum requirements in junior high school courses of study will be heard. The State Board of Education considers the junior high school of so great importance that it has authorized the commissioners of secondary schools to appoint a state-wide committee of California's most eminent educators to consider the content of the junior high school course of study. The most successful schools of this type have developed several principles for the inauguration of this subdivision of the secondary school system. One is that courses of study must not be made by specialists in separate subjects. One of the chief duties of the administrator is to secure a proper balance in the content of several subjects as long as we continue to offer subjects instead of properly-planned courses of study. Another duty is to guard against an undue monopoly of the time demanded of the pupil by the enthusiastic specialist. Still another is to insist that the material used is interesing to the student. For example, take the forced injection into a course in English literature of a selection of a subject for its historical importance.

The development of the junior high school will necessarily have a profound influence upon courses of study of both the elementary school and the senior high school. High school principals should be careful not to take the same attitude toward the junior high school was was formerly taken by the university toward the secondary school.

Mr. James M. Glass, formerly principal of the Washington Junior High School of Rochester, New York, now director of junior high schools in Pennsylvania, has set down briefly some of the principles behind the spirit of the junior high school. Among these are:

1. The spirit of all junior high schools—the personality of each.
2. The transition school.
3. Seventh year—adjustment and exploration.
4. Eighth year—testing.
5. Educational guidance.
6. Ninth year—stimulating educational advance.
7. Equalization of educational opportunity.
8. Prevocational and vocational training.
9. Ability grouping—laggards.
10. Training super-normal for leadership.
11. Controlled environment for social, moral and avocational guidance.
12. Socialization—special field for adolescent citizenship.
13. Worthy use of leisure.
14. Setting to work the idealism of adolescence.
15. Practice in the art of living.

There is no magic in the name, "junior high school." Most of those which bear the name lack the spirit. It is the part of the wise leader in education to insist upon both the spirit and the organization. In this brief statement I have attempted to put before you the plan of battle as it appears to me. We must no longer attack in single column to reach our objective, but we must as an army of enlightenment keep in mind and in sight every one of the columns of secondary education. We cannot be deterred by the difficulties in our path. If there be any faint heart, time for withdrawal is now. I speak of the war against illiteracy. It is no longer against ignorance but against illiteracy in adults as well. It is no longer merely on the shores of America, but it must penetrate to the shores of those countries from which the alien immigrant expects to come. And so, in the words of the text, "Everything has to be done by the educators at one time."

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## FRESNO AND MADERA COUNTIES AND FRESNO CITY HOLD ANNUAL JOINT INSTITUTE AT FRESNO

Fifteen hundred teachers from Fresno and Madera Counties and Fresno City were in attendance at the joint teachers' institute and meeting of the California Teachers' Association, Central Section. at Fresno April 4, 5 and 6.

A fine program of general sessions and section meetings had been arranged by President Clarence W. Edwards, superintendent of Fresno County; William John Cooper, superintendent of Fresno City, and Craig Cunningham, superintendent of Madera County.

One pacticular noticeable feature of the program was the large number of section meetings. These section meetings took up specialized topics for specific groups and in this way each teacher had the chance of having her own immediate problems thrashed out.

The sessions were held in the new Fresno High School, recently completed at a cost of around $2,000,000. The Fresno plant made an extraordinarily fine meeting place. The auditorium holds over 2200. The stage is the finest in Fresno and the best school stage in the State. Delbert Brunton, principal of the high school, and Walter R. Hepner, vice-principal, saw that all arrangements were complete.

Among outside speakers of prominence who were in attendance were Dr. R. B. Von Kleinsmid of the University of Southern California; Dr. Harvey L. Eby, University of California; Dr. E. D. Adams, Stanford University; and Dr. Tully C. Knoles, of the University of the Pacific.

Robert J. Teall, principal of the Madera High School, was elected president of the California Teachers' Association, Central Section, for the ensuing year. Other officers were held over and include the following: Vice-president, Mrs. Meta L. Footman, Madera; secretary, James A. McGuffin, Fresno; treasurer, O. S. Hubbard, Madera; rerpesentatives to the Federal Council, Miss Winifred Wear, Chowchilla, and E. W. Lindsay, Fresno. Delbert Brunton was elected alternate.

Mrs. Meta L. Footman of the superintendents' office of Madera county, had the honor of being chairman at the opening session of the institute.

Clarence W. Edwards, superintendent of Fresno county, ended two years of active and profitable service as president of the California Teachers' Association, Central Section. In county work Mr. Edwards has built up one of the strongest supervising forces in the state. The quota is now sixteen.

C. L. Geer, superintendent of Coalinga schools, and chairman of the resolutions committee, brought in nine strong recommendations for the teacing of law and order and for the use of good films in the schools.

The San Joaquin Valley Art Teachers' Association was formed at a meeting of the art teachers present at the institute. Miss Florence Gamble, art supervisor for Fresno County, was elected president of the association. The plan is to include the teachers of art of Fresno, Madera, Merced, Stanislaus, Tulare, Kings and Kern counties. The association aims to work for the building up of the appreciation of art and of civic improvement.

Miss Anna Belle Bailey, head of the school department of the Fresno County Free Library, and Miss Julia Steffa, librarian of the Madera County Free Library, with their assistants, were very active giving out library information in the lobby of the high school at the institute.

Sarah M. McCardell, Fresno County librarian, addressed the library section on "The Library, School and County Board of Education in Their Relation to Each Other." C. J. Appling of Calwa, chairman of the Fresno library section, made some very fine remarks of appreciation of the Fresno County library service.

An excellent performance of the trial scene from "The Merchant of Venice" was given by a cast from the faculty of the Fresno High School. Delbert Brunton as Antonio, Walter R. Hepner as Gratiano, Leo Cooper as Shylock, Mary Ella Robinson as Portia, gave delightful portrayals of their roles.

Arthur A. Sorensen, head of the agricultural department of the Fresno High School, played the part of the Duke in the trial scene from "The Merchant of Venice."

Charles A. Edgecomb was chairman of the department of elementary principals. William John Cooper, superintendent of Fresno schools, discussed "The Reorganization of the Curriculum" before their section meeting.

F. H. Sutton, principal of the Technical High School, Fresno, was chairman of the section on continuation courses and adult education.

Louis P. Linn, assistant superintendent of Fresno county schools, handled the high school administration section at which Cree T. Work, Reedley; C. L. Geer, Coalinga; J. F. Graham, Lemoore; Jacob L. Neighbor, Hanford; Julia M. Doughty, Tranquillity; Wm. A. Otto, Fowler; E. G. Thompson, Sanger, discussed various subjects.

Excellent music programs were given at the various sessions. Sanger High School put on a fine presentation of "The Pennant" by O. J. Lehrer. C. R. Chaney directed the operetta.

A. A. Belford of Rand-McNally Company discussed the Thorndyke arithmetics before the arithmetic section.

William John Cooper, superintendent, gave a very strong address on "The Improvement of Teachers in Service" before the administration session, of which Robert J. Teall of Madera was chairman.

The Fresno High School cafeteria, which handles 500 people at a time, was very popular with the teachers at the institute.

W. L. Potts, principal of the Luther Burbank Intermediate School, was the genial collector of dues of membership in the California Teachers' Association, Central Section.

Robert J. Teall, President C. T. A., Central Section, and Principal Madera High School

Bookmen were in attendance with exhibits. Among those present were Charles Beers, Rand-McNally; Cairns Harper, Winston; Miss Willis, Milton Bradley; J. O. Tuttle, Ginn; Mr. Colvin, Silver-Burdett; Mr. Ellsworth, Macmillan; W. M. Culp, Harr Wagner and Blakiston.

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### H. A. Spindt, Recently Elected Principal of the Bakersfield High School

In the election of H. A. Spindt to the principalship of the Bakersfield High School as a successor to A. J. Ludden, we have a young man chosen to fill a big job, which was filled by a big man before him. Mr. Spindt is capable of handling the position adroitly and brilliantly. We wish him the best of success in his work.

Mr. Spindt takes his position after five years of experience in the Bakersfield High School as history teacher and head of the history department.

Mr. Spindt is 29 years old. A native of Wisconsin, he came to California in 1910. In 1916 he received the degree of A. B. at the University of California and in 1919 his M. A. in history at the same institution. At the University of California Mr. Spindt was a member of the Varsity track team and captain of the Cross Country team, a member of Golden Bear Society. His ability in athletics has proven a great boon to him in his school work.

He has the honor of being one of the youngest men in the state to be called to the principalship of a large high school.

The students, teachers and community are behind Mr. Spindt in his new work and in the future growth of Bakersfield High School he will have a great part.

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Craig Cunningham, county superintendent of Madera County schools, will this fall end twelve years of efficient service as Madera County superintendent. It is with great regret that the schoolmen of California view Mr. Cunningham's departure from the ranks of education into that of the business world.

A young man still, Mr. Cunningham has the best wishes for a great success in his new venture. It is a sorrow that a man of Mr. Cunningham's ability could not continue in school work except at a too great sacrifice of himself and family.

As a man of diplomacy, a smoother of difficulties, a harmonizer of factions, Mr. Cunningham has done a great work in his county. After twelve years of work the teachers and trustees of the county look to Mr. Cunningham for advice and help. Mr. Cunningham's greatest work has been his ability to get along with people and to get people along with each other.

Mr. Cunningham believes in the county unit plan. He stands for county supervision of schools and believes that the recent law giving county superintendents supervision of subjects is one of the greatest new steps in county school work.

A native of Madera County, graduate of Madera High School, teacher of a school in the mountain section of the county after taking a county examination, real estate man, farmer, county superintendent of schools, Mr. Cunningham knows his people and knows his problems.

One of the things he is most proud of is the getting across of propaganda for the including of courses of domestic science and manual training in the Madera High School. Under his regime new high schools have been formed at Chowchilla and Raymond.

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### JOTTINGS OF A TRAVELING BOOKMAN

Hotel Green, Pasadena, saw the meetings of the state convention of the California High School Principals April 10, 11, 12, 13 and 14, 1922.

Some five to six hundred men and women were in attendance. Junior high school principals were present in force for the first time.

The publishing of the Convention Chronicle by the students of the Pasadena High School journalism classes made a decided hit with the visiting principals.

W. F. Ewing, principal of the Pasadena High School, and his force of service committees, made up of students, made the convention members feel very much at home.

Plans for the new Manteca High School, W. G. Martin, principal, were shown in the lobby of Hotel Green. Two hundred thousand dollar bonds have been voted; $170,000 will be spent upon a building, $30,000 for equipment.

Homer S. Tours, principal of the Stockton Evening High School, is a splendid mixer.

E. H. Barker, principal of the Santa Rosa High School, discussed "Present-Day Claims for the Humanities in a High School Curriculum."

M. G. Jones, principal of Huntington Beach, says they are considering sinking another oil well on the high school property.

O. C. Albertson, principal of the Whittier High School, has just completed his third successful bond campaign. An issue of $550,000 was authorized by the voters. Whittier High School has an enrollment of 650 and Mr. Albertson is preparing for 1500 and the doubling of the present plant. Seven and one-half acres will be acquired, new shops, a physical education unit for boys and girls, auditorium seating 2200 and a thirty-two unit classroom building will be constructed.

Arthur G. Paul of the Polytechnic High School, Riverside, is working for a separate junior college unit in his school.

Herbert Kittredge of the Ryson High School was present with his Irish wit.

Harold V. Hartshorn, principal of the Perris High School, is meeting with success in his work at Perris. Next year he intends to put in Smith-Hughes work in agriculture.

Walter H. Nichols, principal of the Palo Alto High School, said he saw a distinguished looking man in the Hotel Green coming towards him to shake his hand when he ran into the looking glass.

A. Schoer, principal of the Modoc Union High, Alteras, ex-bookman, looked most distinguished. He carries a cane.

C. S. Clark, principal of the Merced grammar schools, has a fine new elementary building in the West Side school, Miss Annie Keefer, vice-principal, in charge. The building has four rooms and an auditorium, constructed at a cost of $40,000, modern in every detail.

O. H. Grubbs, assistant superintendent of Stockton schools, is actively engaged in putting their new course in operation.

The address by Frederick Warde, the great Shakespearean actor, on "Fifty Years of Make Believe," was one of the best things given at the principals' convention. At the same meeting the Chaffey Union High School Glee Club, under the direction of S. Earle Blakeslee, made a most decided hit.

F. S. Ramsdell, district superintendent of the Pittsburg city schools, California, was present at the principals' convention. It is the intention to establish a junior high school in that fast growing city next year.

Dr. Harold F. Fairbanks gave a demonstration of his idea of handling the problem method of geography before classes in the Merced schools, C. S. Clark, district superintendent.

Craig Cunningham, superintendent of Madera County, has two supervisors of county schools. Mrs. Meta Footman supervises the grammar grades and Miss Grace Dahlberg the primary grades. Mrs. Footman has announced her candidacy for county superintendent as a successor to Mr. Cunningham and stands excellent chances of election.

Miss Margaret Livingston, Orange County free librarian, has already established over twenty-three branches.

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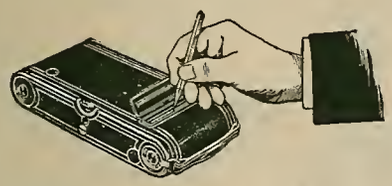

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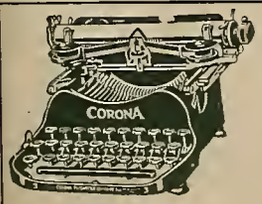


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(46)

# Civic Science in the Community

By

**George W. Hunter, Ph. D., Prof. of Biology, Knox College, Galesburg, Illinois, formerly Head of Department of Biology, DeWitt Clinton High School, New York, and Walter G. Whitman, A.M., Editor, General Science Quarterly, Physical Science Department, State Normal School, Salem, Mass.—authors of CIVIC SCIENCE IN THE HOME. 432 pages, illustrated with half-tones and line cuts.**

Together with *Civic Science in the Home* (recently published) this book aims to interpret to pupils of junior high school age, the important factors of community life. The problems discussed include safeguarding water and milk supplies, disposal of wastes, the need of community sanitation and hygiene, transportation and communication, education, etc.

Just as *Civic Science in the Home* conceives the child as an individual in the home, so this volume carries out the idea by dealing with the individual as a citizen and interpreting his relation towards communal life. The plan of the book is similar to that of its predecessor.

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# THE WESTERN JOURNAL of EDUCATION

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MAY, 1922

G. P. Morgan, Superintendent of Tuolumne County, who holds the record of the longest service of any superintendent in California. He also taught in the one school in the town of Columbia where he was born, for thirty-one years.

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How High Is a High School?.....*by Supt. A. W. Ray*

Tuolumne County Institute, School News, Items, Etc.

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SAN FRANCISCO :: :: CALIFORNIA

VOL. XXVIII, No. 5 Subscription, Per Year, $1.50; Copy, 15 Cents

# $191.00 in Prizes distributed to winners in beet sugar essay contest

The contest recently announced by the makers of Snowman Sugar for teachers and students in San Francisco, Oakland, Berkeley and Alameda is completed. The judges:

Maude I. Murchie, State Supervisor of Teacher Training in Home Economics,
James A. Barr, Editor, Sierra Educational News,
Harr Wagner, Editor, Western Journal of Education,

have selected the best papers from the many hundreds submitted. The prize winners are:

### San Francisco

Augusta Agenoff,
Daniel Webster School
*Miss Susie J. Convery, Teacher
Daniel Webster School
Ida Edwards,
Fairmont School
Stella Costa,
Washington Irving School
Marie Disse,
Hawthorne School
Margaret Crawford,
St. Joseph School
Lizzie Hornung,
Fairmont School
Theodore Paoli,
Washington Irving School
Lydia Jacoop,
Daniel Webster School

### Oakland

Kathleen Sand Richardson,
Melrose Heights Grammar School
*Miss White, Teacher,
Melrose Heights Grammar School
Mary Alice Graham,
Fremont High School
Margaret Neilson,
1880 Thirty-fourth St.

### Berkeley

Allie Assumae,
Edison Junior High School
*Mary P. Daniels, Teacher,
Edison Junior High School
Erna Evans,
Edison Junior High School
Virginia Moore,
Frances Willard School
Bertha Wayman,
Edison Junior High School
Jean Scotchler,
Willard School
Marjorie Saunders,
Edison Junior High School
Ellen Neilsen,
Edison Junior High School
Elva Hussing,
Edison Junior High School

### Alameda

Frances Morris,
Washington School
*Jannie Allen, Teacher
Washington School
Marion Levy,
Washington School
Helen Langdon,
Washington School
Ethel Gold,
Washington School

*Prize to the teacher whose pupil earned first prize.

The contest showed marked need in many cases for more attention to the important subject of beet sugar on the part of both students and teachers. Beet sugar has been proved to be the equal of any sugar—in quality and in every other way. Beet sugar is a California product and its wider use means greater prosperity for the whole State.

We are glad to give complete information about beet sugar to any teacher interested. Write

### The First Prize Winning Essay from San Francisco

Why are the people of California interested in California's Beet Sugar?

It is because we make our own sugar out of beets in California, and we are eager to see our state be one of leading sugar states in the world.

If the people of California used more beet sugar then the demand for sugar would be greater, factories would soon spring up, men would be employed and California would become one of the great sugar producing states in the world.

The United States now produces only twenty per cent of all the sugar it uses and has to import eighty per cent. Why not have the United States produce all the sugar she needs?

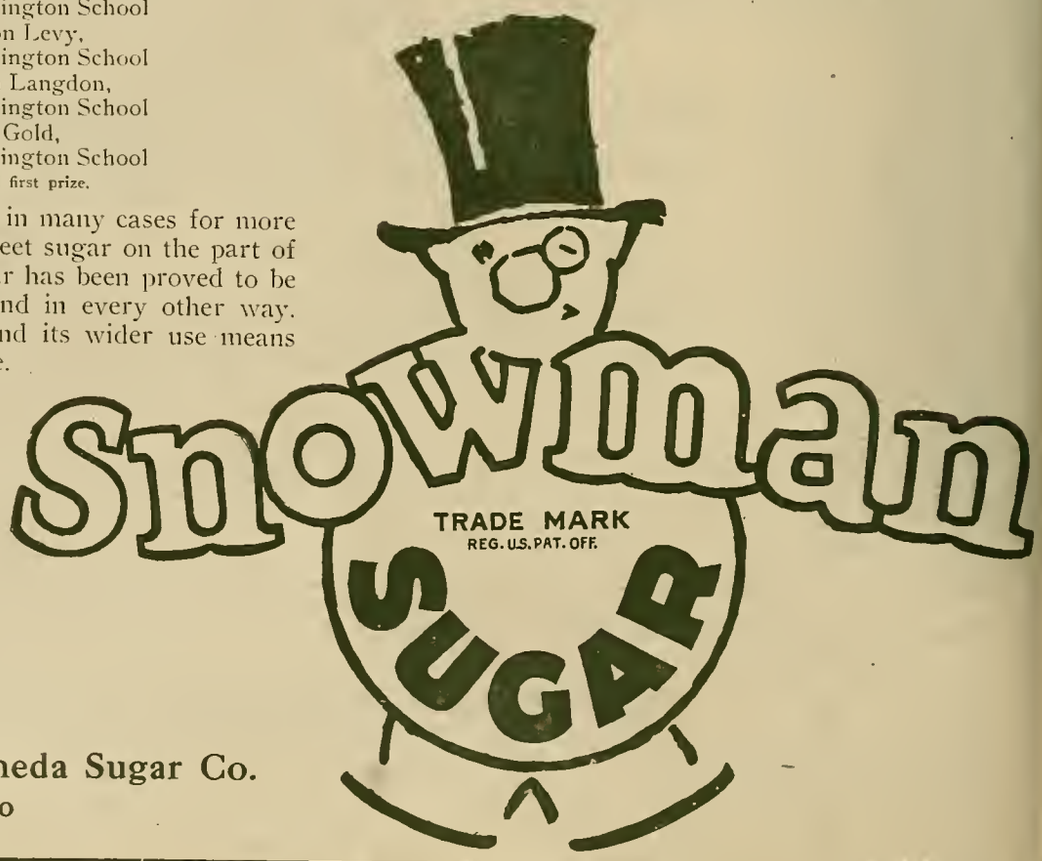
Domestic Science experts and other authorities have said that beet sugar is one hundred per cent efficient. It is "the perfect sweetening."

Beet tops and pulp from which the sugar is extracted are used for food for cattle. The molasses is used for making alcohol or is mixed with alfalfa meal for cattle.

How much sugar do you think a person uses in one year? It is eighty pounds. It is such a great amount that California should find a market in the United States for all the sugar she can produce. It is necessary to advertise California Beet Sugar and convince the people that it is the equal if not the superior of imported cane sugar.

Domestic Science experts have used "Snowman Beet Sugar" and have found it the best for every purpose.

AUGUSTA AGENOFF.

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.....The

# WESTERN JOURNAL OF EDUCATION

*Oldest and Best-Established School Board Periodical on the Pacific Coast . . . . Representative of California Federation of School Women's Clubs, Teachers' Association of San Francisco and devoted to the interests of 20,000 Teachers of California*

VOL. XXVIII, No. 5 · SAN FRANCISCO, MAY, 1922 Price 15 Cents

MEETINGS

Bay Section the California Teachers' Association; Elizabeth Arlett, President, Oakland, Cal.; F. H. Boren, Secretary, Oakland, Cal.

Northern California Teachers' Association; Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association; Robt. Teall, Madera, President.

Southern California Teachers' Association. George C. Bush, President, Pasadena; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. Mark Keppel, Los Angeles, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth B. Phillips, Porterville.

**The Western Journal of Education**

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

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THE WESTERN JOURNAL OF EDUCATION
1111-1112 Hearst Building, San Francisco, Cal.
Entered at San Francisco Post Office as second class matter.

Miss Flora Philips of the State Educational Department has been visiting the San Diego county schools in the interests of the Americanization program.

On June 6 the citizens of Los Angeles will vote upon a bond issue of $17,400,000 for the building of new schools for Los Angeles. Interest on the bonds is set at 4¾ per cent. The bond issue money is planned for the building of 1665 classrooms at an approximate cost of $8650 per room. There are now 765 half-day classes in session that will make immediate use of 765 rooms. There are 900 rooms for increase. From present growth, by the time the schools are built, Los Angeles will not have caught up yet.

At Pasadena High School they are giving a two years' course of chemistry and physics combined. Laboratories are equipped for carrying on both physics and chemistry. Pasadena in this is carrying out the ideas of Dr. Millikan of the California Institute of Technology.

Mrs. Jenny Tucker Baker of the Los Angeles County Board of Education, in her eighth grade class at El Monte, has had her pupils make up wonderful scrapbooks on projects in geography.

## THE PASSING OF A WELL-KNOWN EDUCATOR

At his home on Vernon street, on Friday evening, April 29, Charles W. Childs passed away after a brief illness.

He came to Placerville (Hangtown) in 1862, in an ox-train across the plains. He was born in 1843 in Genesee, New York. His parents moved to Wisconsin, where the son graduated from the Wauwatosa High School at the age of seventeen. After a brief service in the opening days of the Civil War, he took the long toilsome journey to California and began teaching at Cold Spring, Eldorado county, within the year of his arrival.

After completing a course in a business school in San Francisco, he attended and was graduated from the San Jose State Normal School in 1867. He served as principal of the school at Suisun for eight years and two terms as county superintendent of schools of Solano county. During this period he engaged the friendship of the well known Dinkelspiel family, an intimacy that continued to his death. In 1879 he was elected an instructor in the San Jose Normal and in 1886, vice-principal, and in 1889, principal, in which capacity he served the state for many years.

Upon his retirement he moved to Oakland, where he was elected under the superintendent, the late J. W. McClymonds, as supervisor of the social studies, history and geography in the elementary grades for a number of years. He was the author of a well known textbook on bookkeeping and several treatises on education.

As principal of the Normal School he was ex-officio member of the State Board of Education and a familiar figure at the sessions of the state Legislature, where his wide acquaintance, his unfailing courtesy and his evident devotion to the schools, enabled him to do much for the Normal School and for common school education throughout the state.

He was an intense patriot and before he attained his majority was secretary of the Union League of Eldorado county, where he rendered effective service in holding California in the Union.

He was also greatly interested in horticulture and delivered many practical addresses on the subject. He was a member of the Odd Fellows organization and of the State Grange. He was an orchardist for several years in Vacaville, and subsequently in St. Helena. Recently he assisted his two sons in the development of farms near Strathmore, Tulare county. In both these counties he succeeded in consolidating small school districts for the purpose of improving the opportunities for young people in the rural communities. He was also active in unionizing small struggling religious groups into community churches. He was closely associated with and a warm friend of John Swett, the founder of the public school system in California.

In the Normal School he was beloved by the students, among whom were the well known author, Charles E. Markham, J. B. Sanford of Mendocino, Principals Petray, Edgar, Greenwell and others of the Oakland school department and James Addicott, principal of the Polytechnic High School, San Francisco.

Simple in his tastes, enthusiastic, sincere, devoted, he made friends and held them by the purity of his character. He was a man without animosities and without guile. Those who knew him well, loved him.

He had no bad habits and maintained his energy and a capacity for service to the end. He was a kind father, a devoted husband, a sane educator and a dependable citizen of high ideals.

Surviving him in the family are the faithful, sympathetic companion whom he wedded in Placerville in 1869; his daughter, Blanche Knapp, and two sons, Lloyd and Harold.

In his home, in the field of education, in the material development of the state, in his relations with his fellows, and in public duty his virtues and abilities enabled him, always with great modesty, but with intensity of purpose, to act his part well.

His memory and his work are a goodly heritage and a worthy example. Those who knew him well will miss his cheering presence, his ungrudging service, and make grateful acknowledgement of both.

P. M. FISHER.

## WHAT ONE TEACHER DOES WITH HIS SPARE TIME

By Ruth Thompson

Historical research work which will make a decided addition to the knowledge of the early history of California is being done by William Paden, principal of the Lincoln School, Alameda. During the summer Paden, with Herbert E. Bolton of the University of California, is following the old Anza trail from Sonora, Mexico, to San Francisco and the men are keeping records of the trip and of their accomplishments and discoveries, which will fill two or three volumes of history material which has never before been brought to light. Besides his historical research work Mr. Paden is taking a history course at the University with the prospect of a Ph.D. degree in two years; he is director of the research department in Alameda County, which gives all tests and reorganizes all classes when necessary, and he is head of the opportunity and adjusting survey work.

The coming of summer vacation means the life of the out of doors for these research workers. The men have the advantage of having translations of the original Anza diary which it is said has never before been accessible. Though the diary could not be taken away, the translation is sufficient for Bolton and Paden to each have a copy and follow the trail mile by mile with their donkeys and camp equipment. So far almost 4000 miles of the original trail has been followed and notes taken and careful study of the route made.

Paden has many experiences to relate of his trips through the hot deserts in summer. He tells of the heat being so fearful in the Colorado desert one summer that the Indian guide himself refused to go further.

Fortunately the diary which the men possess is so minute in detail that it describes growth, water holes and other physical features which after one hundred and fifty years are intact and serve as landmarks of unusual interest.

Anza left Sonora, Mexico, for his trip to Monterey, California, in 1774. At first he went with a small party of soldiers and later with colonists and 1000 head of cattle. Eight children were born on the way and only one woman died in childbirth. This grave is marked with stones on the old trails and may be seen by those passing that way today. Many of the old California families were in the Anza party and their descendants are prominent residents in California.

Some study of the Indians is being made en route. Indian villages, Indian pottery and other marks of their presence in the territory are along the road and throw light upon the life of the original inhabitants of the state.

There has been much dispute as to the Anza trail and these trips will be the first authentic record made of the original route of Anza. To date two summers have been spent following the trail and it is expected that one more summer at least will be necessary.

There has been some discussion of an intensive study of El Camino Real as the next undertaking, as an Eestern institution desires information on it and wishes to send a representative to go with the party if the study is made.

Paden is a true Californian. He was born on a large cattle ranch near the Mexican border. His father was killed in a cattle stampede. Paden remained on the ranch until he was sixteen years of age, when he determined to have a college education, as his father had had before him. The road to his ambitions has been through teaching and he has made a remarkable record in his work.

One of the recent accomplishments of Paden is the completion and publication of a work book in California geography which has just been published by Ginn & Company. F. A. Rice was joint author of the book, which is of great practical value and interest not only to children in their history and geography work, but it is of value to all those who are interested in the study of California, its romantic history and its unlimited resources.

## BOOKLET ON COFFEE AND TEA CULTURE GIVES INTERESTING FACTS

A new booklet issued by Hills Brothers, wholesalers of coffee and tea, who have in past years distributed a series of postcards and exhibits on coffee and tea, that were found to be of great value by many teachers, is most complete in its information, going into detail regarding the growth and preparation of both articles.

The story of coffee commences with a condensed history of the berry and explaining that, although the facts are obscure, the concensus of opinion is that the world is indebted to Africa for coffee. Its development is outlined, and by means of a map the large amount of territory devoted to coffee culture is illustrated. Other important facts are told and a subject not before covered is explained—the propagation of the tree.

The material for both the coffee and tea article was secured first-hand by Mr. R. W. Hills, one of the two brothers, A. H. and R. W. Hills, who are founders of the firm of Hills Brothers and who have devoted a lifetime to coffee study and research, spending many years in coffee and tea producing countries.

In addition to these articles, a substantial portion of the book is devoted to coffee recipes originated by Mrs. Ida C. Bailey Allen, who prepared them for distribution by the National Coffee Roasters' Association. This article should be of particular interest to teachers of domestic science.

The announcement of the booklet appears in this issue and your attention is directed to their offer extended to all educators.

## CALIFORNIA STARTS NEW EXAMPLE OF NEWSPAPERING

### High School Purchases Established Newspaper and Operates All Departments

An innovation along the line of vocational education was made by the Esparto Union High School when the first issue of the Esparto Exponent was published by it on September 2nd of last year. This deviation from the orthodox method of instruction has been watched with a great deal of interest by the people of this community and the county and by the school authorities throughout the state of California. The Esparto Union High School students, faculty and student body purchased the plant, subscription list and good will of the Esparto Exponent and has since then published it in the same efficient manner that it was published by its former owner, Ed F. Smyth, during the previous four years of its existence.

### Each Department Has Head

The school personnel has been organized on the plan of a city newspaper, with the commercial, printing and English departments co-operating to make the paper a commercial, typographical and educational success. The commercial department, under the direction of Miss Alice Marsh, has charge of the business management, including the circulation manager, the advertising manager and the cashier. The printing department, under the direction of O. W. Fortier, has charge of the mechanical side of the newspapermaking. The English department, under the direction of Miss Helen N. Whisler, has charge of the gathering and interpreting of the local news. R. J. Werner, principal of the high school and formerly a newspaper editor, is acting as editor-in-chief until his successor can be chosen from the student body.

The main object of this adventure is to train the high school students for practical, useful citizenship. The commercial department has been furnished with live, interesting figures to work with instead of the dull form of the usual bookkeeping classes. In place of only reading about business practices they are faced with the actual working facts. The cashiers are handling checks with a real value instead of the imitation greenbacks usually found in the large manila envelopes of the "Schoolboy's Publishing Company." The copy from the typing classes finds its way from the machine to the editor's desk and then to the composing room, instead of the usual route from the machine to the teacher's desk and then to the waste basket. The shorthand students have put the letters with their corresponding stamped envelopes on the editor's desk to await his perusal and signature. No longer will they write form letters from an abstract merchant to his intangible creditor.

Through the gathering of news the students will become acquainted with their community and through the exchanges with the neighboring communities. The social and economic survey made by the high school during the year 1920-21 revealed the fact that they were surprisingly uninformed of the conditions under which they live.

The printing department has undertaken the problem of setting up a commercial newspaper, thus combining the school of experience with the school of theory and idealism.

### Sound Editorial Policy

The policy of the paper is outlined in its leading editorial: "The Esparto Exponent is the official organ of the community of Western Yolo County, and as such it will endeavor to serve its purpose at all times. It is neither bound by prejudices nor frightened by threats. Its policy is governed by the general sentiments of the people of the community. It has made friends, because its goal is a greater Western Yolo. It will make enemies, for in the pursuit of such an ideal, criticism, which on the surface may seem destructive, is social and physical betterment of the community. "We invite criticism and solicit suggestions from those who are interested, as we are, in a greater California, 'Straight Ahead.'"

## NEW METHODS OF TEACHING

Sheila O'Neill

The most striking fact about the new methods of teaching is that of elimination. Only those facts are retained for grade teaching which are of vital importance and which the cold can use in real life; instead of sending out from the eighth grade a student whose mind is crammed with facts of greater and lesser significance, we now attempt to give such student a thorough knowledge of vital facts, that information which will enable him to judge, compare and add intelligently through such comparison, those additional facts which the exigencies of his particular environment may demand.

There was a day when the student of geography was taught through memory the exact location of many spots of subordinate interest; now he is taught to concentrate his attention upon those features of general interest which every well-informed person should know; is shown how to add intelligently to this information, to compare through location the climate, productiveness, peculiarities and excellencies of the different countries and their inhabitants.

We take him on a little trip to Ireland; ride with him through that intense greenness which comes beneath weeping skies: pause at a village to hear the garrulous conversation of the people in the streets; visit a bit with those peasants who still leave a drop of milk in the bucket for the fairies to drink, and then journey back in our topless jaunting car at Dublin with its historic buildings and from there—back home.

In history the old day of chronology is dead; that day when the unlucky student was required to recite from memory, giving dates of importance and of no importance.

We are teaching that history is not a series of dry, disconnected facts measured off into tiresome paragraphs, but that it consists of a few big topics of interest about which cluster the lesser ones which serve to explain them. We cannot study our American Revolution without being reminded of its forerunners, the Reformation and the Puritan Revolution in England, far, far back we trace the beginning of our own great achievement as a nation; we gather for comparison these important centers of interest and their subordinate facts of coloring and cast forever into oblivion as far as isolated facts are concerned, that dreaded list of useless dates which afflicted the school child of a previous period.

In 1910 only half the children who finished the eighth grade passed on into high school. Deplorable as this condition may be, it is the more reason why we should stress those points of most practical use; of eliminating such portions of the study of arithmetic, for instance, as may never prove of practical value; of refusing to tax the mind of the average child with the Apothecaries Table or a persistent hunt for the hidden mysteries of third case in percentage. We make him strong in that which life most demands and spend the extra time in fitting that knowledge to problems which may in all probability meet his experience.

We teach the child to see in reading more than the word; we teach him now to see parts of sentences, simple sentences as a whole; to look beyond the minute inspection of the printed symbol to an astonishingly quick conception of the printed whole. Beneath this system, the quickening of imagination, the leaping forward of mind, we leave behind that old time pupil who strove desperately and with startling jerks to say one word after another. We put in the place of fear a curiosity as to the meaning conveyed.

As for discipline, we are trying hard and with definite effect to teach the child to become a good citizen of the school, to make good use of his time, to take no added fraction of the time that is his lest he deprive some fellow citizen of his right to attention. We are teaching him to share equally; to be courteous under elbow-touching conditions; to have a higher conception of dignity than that which requires corporeal punishment, and when we fail to register this teaching at first, we punish mildly, repeating our same teaching and then, all at once, some day we find that the lesson has struck home and that our troublesome pupil is a law abiding citizen. All we have to remember is how hard it is for us to learn the lesson which God teaches us—yet He does not abandon the work, only repeats the lesson, and is eternally at our command.

The school law of California forbids the teaching of religion in the schools; it does not forbid emphasis upon those matters of ethical import which arise from day to day; it does not forbid us to teach through the many opportunities which arise, nothing which savors of creed, but that primal fact which underlies all existence; that the things of the earth are perishable; and that the things of the spirit are eternal.

MOVABLE STUDY DESKS

Today Movable Furniture is considered an essential to modern equipment. Movable Desks with their many advantages are in many places taking the place of those formerly fastened to the floor. They combine perfectly every comfort and convenience that could be wished for in the class room.

The child's comfort has been the basic principle followed in the designing of the Rowles Study Desk. They are made with seats of several heights, so as to accommodate children of all sizes. These features, combined with the desk top that raises or lowers to meet each child's individual requirements, mean maximum comfort and better all-around school work.

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## HIGHER STANDARDS, STATE TEACHERS' COLLEGES

The normal schools have become state teachers' colleges. Will C. Wood, the director of education, has become the composite administrative head, and the presidents of the institutions in harmony direct the activities within their own environment. Hence we have a uniform course of standards. One objective from seven widely varying points. We have therefore in 1922 seven summer sessions of the California State Teachers' College. Humboldt at Arcata, a beautiful environment, gives undergraduates and teachers who desire additional training a splendid opportunity.

Chico takes its students to Mt. Shasta, "Lone as God and white as a winter's moon." A wonderful vacation opportunity for mind and body.

San Francisco in its balmy, cool and salt sea air climate offers special privileges to teachers preparing for junior high school work. San Jose, with its historic background with Stanford University near, offers an enviable program for its summer sessions.

Fresno takes its students to the high Sierras at Huntington Lake, elevation 7000 feet, and gives an unusual program in music, fine arts and other subjects.

Santa Barbara, with its romance of Spanish days still lingering over it, and the sea breezes making a delightful climate for study, has an unusual program for secondary certificates and is also adequately equipped for home economic courses.

San Diego State Teachers' College offers a delightful environment for a summer session and has special courses for elementary school teachers wishing specialization on the new program in geography, training schools for observation and demonstration.

No state in the Union will offer such a high standard of instruction as our State Teachers' Colleges will give to teachers and others during their summer vacation.

For additional particulars see April Western Journal Education or Sierra Educational News.

## THE USE AND ABUSE OF THE FEET

For years mankind has been walking about with a block under the rear part of each foot called a heel. Nature never intended this sort of abuse by bringing the whole weight of the body upon the foot with a span like a bridge supported at each end, hence so many have more or less trouble arising from their feet. The Indians with their moccasined feet, uncivilized barefoot races, and sandaled ancients never had arch strain and could endure untold travel and standing with little tiring.

The demand of fashion and so-called style in footwear, constantly changing from high to low heels and back again, or perhaps to no heel at all, such as in house or outing shoes, strains the muscles and nerves of the feet beyond endurance, resulting in tired, aching limbs, feet and muscles, or finally flat foot.

Few can stand for hours without leg weariness.

Many have pains, aching or swelling stimulating rheumatism in the feet and limbs.

If a person is predisposed to rheumatism by the blood being loaded with foreign waste matter, then most surely will rheumatism attack the weak or injured parts more readily. The season's newest creations in style shoes are built with flat heels, though you will find some of the most essential comfort and corrective features have been sacrificed for style.

Ground Gripper Shoes are never changed from low to high heels, they are always the same straight inside line, low broad heel, flexible arch, muscle-building, back-to-Nature shoes.

"Imitated but never duplicated."

## WESTERN SCHOOL NEWS

President E. P. Clark of the State Board of Education, California, has edited the Orations of St. Paul for school use. The book will be published July 1, 1922, by the Harr Wagner Publishing Company.

Mr. Springer, the successful manager of the Alameda and Union Sugar Company of California, was formerly a member of the county board of education, and also of the board of education of Piedmont, Cal. He was also a teacher in the public schools.

William S. Paden, principal of the Lincoln school, Alameda, is an authority on History of Special Trails in California. He has made a special study of the Anza trail with Dr. Chapman of the University of California. Mr. Paden was guest of honor at Sequoia Club, San Francisco, recently, and gave a keen, scholarly and interesting talk on Anza trail.

## CALIFORNIA SCHOOL OF ARTS AND CRAFTS

The summer school will be held in Berkeley from June 19 to July 29. The thirty courses to be given by seventeen specialists will give the most comprehensive line of work in the arts and crafts ever offered by our summer sessions. The fall term will open on July 31, 1922.

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## JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Imperial county is recovering from the heavy blow dealt it by King Cotton. Good prices on lettuce shipments have put heart into the valley, which felt most severe losses when the bottom fell out of the cotton market. With better financial conditions Horace C. Coe, superintendent of Imperial county schools, is building along the lines that have made Imperial county schools the best in the state. People who were withholding full support to the schools have changed sides and the schools are receiving strong endorsement.

A. P. Shibley, superintendent of El Centro grammar schools, is the dean of executives in Imperial county. Between one thousand and eleven hundred children are enrolled in El Centro schools.

B. M. Grunwell, principal of the Holtville grammar school, has a movement under way for the consolidation of seven surrounding schools with Holtville. At first the consolidation will lead to a one unit supervision of the whole group; later the formation of a junior high school will lead to the bringing in of the upper grades and the keeping of the branch schools for elementary instruction. Holtville has voted $87,000 for the adding of some twelve rooms to the present grammar school plant.

F. F. Fanning, district superintendent of Calexico schools, believes that the American schools are not a failure, as some writers assume. He points to the results obtained from some of the Mexican students.

Brawley grammar school, A. F. Willebrandt, principal, is one of the best school plants in Imperial county.

Mrs. Esther Kavanaugh, Holtville teacher and member of the Imperial county Board of Education, has just received from Edmund Markham the revised edition in manuscript of his poem on "Lincoln."

H. H. Wardrys, principal of the Holtville High School, is doing intensive work in vocational courses.

Mrs. Florence A. Robbins, president of the Imperial county Board of Education and principal of the Magnolia Grammar School, deals with many itinerant children. The present enrollment is over 40, but some 100 hundred students have been registered this year.

El Centro High School, under J. L. House, is continuing its good work. Mr. House is an expert in biology and has a fine collection of specimens for work in this subject.

C. B. Collins, principal of the Imperial High School, believes in suggestion. On the stage of the school auditorium as a back-drop is the scene of a huge snow-capped mountain, a clear cool mountain lake and running waters. Those who have been in Imperial Valley at certain seasons can evaluate the picture.

Henry C. Johnson, superintendent of San Diego city schools, has been re-elected for four years at a salary of $6000 per year.


# YEAST

## A Food for Health

Yeast is a microscopic form of plant life belonging to what is known as the fungus group. The individual yeast cells are round or oval, measuring about 3/1000 of an inch in diameter. When placed in a solution providing proper nourishment, such as certain kinds of sugar mixtures or extracts of malt, the yeast cells reproduce themselves with astonishing rapidity. This reproduction is known as budding; the walls surrounding the cell material bulges out in the shape of a bud which grows until it is nearly the size of the parent cell, the bud then separates as an independent organism which in turn starts to grow and reproduce other new cells in the same manner.

No class of micro-organisms have been more intimately associated with the development of the human race than Yeast. Microscopic examinations have revealed the presence of yeast cells in bread found with the ancient Egyptian mummies. From early Greek history we learn that Hippocrates recommended the feeding of Yeast in various cases of illness. The early Norsemen put Yeast in milk as a drink to stimulate energy and vigor. The Monks of the Middle Ages employed yeast to fight the great plagues.

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## BOOK REVIEWS

**Historical Readings,** Helen B. Bennett, Joseph A. Haniphy. This book presents the basic steps in sequence in American history in a series of selections which emphasize historical events in our country. The historical facts are well chosen and well handled. They are interesting and deal with the most striking events in each period in the growth of the United States. Explanatory notes, poems and good illustrations add value to the book, which has distinct literary value and may be used with profit in the home, in the school and in clubs where such studies are presented. (Rand McNally & Company, New York.)

**A Minimum Course in Rhetoric,** Henry C. Edgar. An exhaustive treatise in the art of speaking, this book will interest not only the public speaker and the student, but the ordinary person who is anxious to improve his knowledge of speaking. Good English is emphasized with practical helps, style with instructions for improvement is discussed. Wide and varied exercises are given. (Century Company, New York.)

**Education in Health,** members of the faculty Harris Teachers College, E. George Payne, editor. A program of health education which makes for the development of health habits, practices, knowledge, ideals and attitude in school routine. The book is the second of a series, the first being Education in Accident Prevention. The plan of work is outlined so that each subject may correlate in the health work. Instructors will be particularly interested in this book and its point of view. (Lyons & Carnahan, New York.)

**Training for Effective Study,** Frank W. Thomas. This book is for normal training classes and teachers' study circles. It places emphasis upon pupils organizing their study procedure that they may gain the most from application and that the pupils may learn to think. The importance of school work is shifted from the recitation to the study hour. Motivation, application, methods of study and supervision are among the subjects included in the book. (Houghton Mifflin Company, New York. Price $1.90.)

**Effective Business Letters,** Edward Hall Gardner. This is a practical handbook for business men and for teachers and students in high schools and colleges and gives thorough and concise information on every type and phase of letter writing. Telegrams, cablegrams and abbrevations are also written of in an informational way that will help many persons engaged in business where habits of correctness are essential to success. Twelfth printing of the book. (The Ronald Press Company, New York.)

**Practical Electrical Engineering,** Henry G. Cisin. A book for use in industrial and evening schools. The basic principles of direct-current electrical engineering are presented in a simple and logical manner. Fundamental laws, circuits, electrical instruments, direct-current measurements, primary and secondary storage cells, electrical generator, direct current motors and laboratory experiments are among the facts presented in a manner which can be grasped by those who have not had a college or technical training. (D. Van Nostrand Company, New York.)

## MANUAL ARTS HIGH SCHOOL, LOS ANGELES

To keep up with the rapid growth of the school, Manual Arts has enlarged its library. By cutting a large archway through a partition, two rooms have been thrown into one, and the library can now accommodate two hundred students each period. Such a generous area of shelving has been added, that but few separate book stacks are required. A noticeable increase in the circulation of books, and the appearance of many new faces in the library are two immediate results of this expansion.

The present to the school from the last graduating class was a beautiful picture of the Laguna coast, the work of C. Benjamin Brown. This has been placed in the library and adds much to the attractiveness of the rooms.

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## WESTERN SCHOOL NEWS

Selden C. Smith, the Pacific Coast manager of Ginn & Company, will leave about June 1st for a trip to Europe. He will visit England, Scotland, France, Belgium and other points of interest. He has the good wishes and good will not only of his personal friends, but of his competitors, which is saying more than a mouthful of "line of type."

In the Louvre in Paris when Mona Lisa sees Selden's smile, she will recognize that while art is great nature is more so. Mr. Smith's genial personality, keen scholarship and effective business methods have given to his company a very large share of the business, and school book service of the schools of the Pacific Coast.

F. W. Wentworth of the F. W. Wentworth Company will spend the summer in England, France and other points of interest. Mr. Wentworth has built up a fine trade with school, library and bank and office furniture and has recently added to his large stock a full supply of fine grade movable desks. Mr. Wentworth has built up a splendid reputation for service, and during his European trip his business will be conducted on the same "service" plan by his assistants.

"Geography for Beginners" is a new book by Edith Shepherd, principal of the Warren and Avalon Park schools, Chicago. Rand McNally & Company, publishers. The contents include "Where We Live", "How Houses Are Built", "Heat and Light", "The Clothing We Wear", "Our Food and Drink", "How People Work for One Another". The type is large and clear, the illustrations are all new and very effective. The book contains over 200 pages. For sample copy address Rand McNally & Company, 659 Mission street, San Francisco.

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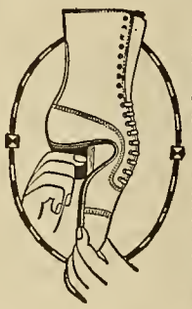
The ever-increasing ills of the foot—causing unnecessary pain and inefficiency—have attracted the attention of educational authorities and women's organizations.
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### THE CALIFORNIA LIBRARY ASSOCIATION WILL MEET AT HOTEL DEL CORONADO, JUNE 12-15

The librarians will meet at the beautiful and delightful Hotel Del Coronado on June 15th. The president, Althea Warren, has selected an excellent place. The Hotel Del Coronado with its wonderful patio, its wide halls, its superior dining room, its beach, and its palm lined approaches, is not equaled anywhere in the West. It is a place where you and your friends may spend a week and enrich your life with its memories.

The central theme of the four days' meeting will be "Books and book-makers of the United States". The history of American publishing houses has been divided into six papers, one of which will be given at each of the general sessions.

1. General survey of books and book-makers in the United States, by Miss Helen E. Haines, of the faculty of the Los Angeles Library School.
2. Historic American houses such as Little, Brown & Co., Houghton, Mifflin & Co., Putnam's, Harper's, Century, and Scribner's, by Miss Myrtle Ruhl, head of the book department of the State Library
3. English influences, treating such houses as Dodd, Mead & Co., Doran, Doubleday, Page & Co. and Dutton, by Mrs. Lawrence Maynard of Jones Book Store.
4. Recent types and tendencies, including Boni & Liveright, Harcourt, Brace & Howe, Knopf and the Yale University Press.
5. Books and book-makers in the scientific and technical fields, by Mr. Guy E. Marion of "Special Libraries."
6. Children's books by Miss Wilhelmina Harper, head of children's work in the Kern County Free Library.

### HARRY BRUCE WILSON RE-ELECTED SUPERINTENDENT OF BERKELEY SCHOOLS

After four years of constructive work in the schools of Berkeley, Superintendent Harry Bruce Wilson was reappointed to the position by the board of education on May 9, 1922, at an increase of from $6000 to $7500 annually. In addition to salary Dr. Wilson is allowed traveling expenses and allowed to continue his work in the university.

Those who were in favor of Wilson's reappointment in the schools signified their approval of the educator by an overwhelming vote at the polls at the recent election and the board of education carried out the wishes of the majority of the residents of Berkeley in the appointment.

Harry B. Wilson is one of the outstanding figures in education, not only in California, but he enjoys a national reputation in his work. He is a lecturer, much in demand, the author of several textbooks which are used in the training of teachers in normal schools and universities throughout the country and his night classes in Berkeley are deeply instructive and inspiring.

The point of Wilson's being allowed to continue his outside work was raised by one member of the board at the time of meeting. It was the consensus of opinion that it was an honor to have a man of the superintendent's ability overseeing the work of the school children of Berkeley and that outside of school hours he had every right to pursue his work along educational lines or any other lines in which he chose to direct his activities. The lecturing that Wilson has done at teachers' institutes in the state during the last four years has made a marked impression upon the teachers of California. Last summer Superintendent Wilson was an instructor at Columbia University, New York.

The resolution adopted by the Berkeley Board of Education at its recent meeting follows:

Be it resolved by the Board of Education of the City of Berkeley, That Harry B. Wilson be, and he is hereby, elected superintendent of schools for a term of four years, which term shall commence on the first day of July, 1922, and

Be it further resolved, That the salary of such superintendent of schools be, and the same is hereby, fixed at the sum of $7500.00 per annum, with the understanding that such superintendent of schools shall be required to furnish and maintain an automobile for his local transportation, without further expense to the Berkeley school district or Berkeley high school district, and

Be it further resolved, That such superintendent of schools be, and he is hereby, allowed, in addition to such salary, money for traveling and incidental expenses not to exceed the sum of $500.00 per annum.

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B. F. Beswick, district superintendent of Tustin schools, and one of the most successful men in education in Orange county, will next year be appointed supervisor of rural education by Superintendent R. P. Mitchell.

C. Alphonse, head of Department of English, United States Naval Academy, Annapolis, Maryland, says: "Dr. Murray of the Oxford Dictionary told me once that Webster's Unabridged was the best one-volume English dictionary ever published. But your New International is better than the best."


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No. 1. Leland caught between bases; C. Beers, Chet Allen, Belford and J. Beers.
No. 2. Belford, Malcolm and Hester.
No. 3. J. Beers going after the ball, Mead running.
No. 4. Leland, Benson, Hoges and Stewart in the foreground.
No. 5. Geo. A. Dickson, Oceanside, and Fred A. Boyer, Coronado.
No. 6. Greer Sewell.
No. 7. Paul F. Stewart, Santa Barbara; Raymond B. Leland, San Jose; W. W. Green-in-principal, Oakland Tech; Edward G. Sewell, Westwood, players; Guy Hudgins, National City, rooter.

## HIGH SCHOOL PRINCIPALS OF CALIFORNIA BASEBALL TEAM PLAYS BOOKMEN TEAM AT PASADENA CONVENTION

W. M. Culp

One wonders sometimes how principal baseball teams come into being. W. E. Hester, hailing from Mountain View, that place of cherries, prunes, peaches and apricots, was the impresario that assembled his bunch of raucous fly-swatters, ball-chasers and base-sliders (be it known that not one dirtied his trousers by coming in contact with the dirt of ye lande). Manager Hester, coming from Mountain View, naturally could cast an eagle eye over the environs of the state and pick his men.

For some reason or other those men coming from euphonious Spanish named towns or places of Indian extraction or French flavor were chosen. What is more beautiful and suggestive of carved shores, rolling breakers, booming waters than Half Moon Bay? And what more could one want for a catcher than a man named Guy J. Roney. The name sounds Irish, may be American and when you know that estimable young man and saw his broad-backed stopping of ye pille may the gods so continue to favor us.

For pitcher there was Chas. L. Hampton of Tomales, another town of poetical flavor. Be it known in sadness that ye cruel bookmen did drive said Hampton to yon cool showers the first few innings. Edward G. Sewell of Westwood (Anglo-Saxon named) did finish the battle and be it known that the man from the Sierras did fare better.

For first we had John S. Malcolm from San Juan Capistrano, another of those Spanish mission places whose name is permeated with the essence of the past. At second Rufus Mead from the John Muir Junior High School, Pasadena, gave a Crown City exhibition as to how second base should be played. At third J. C. Reinhard, principal of the Central Evening High School, Los Angeles, played as representative of the largest city in the West (San Francisco please note).

As shortstop Raymond B. Leland, principal of the San Jose High School covered a great deal of ground both physically and vocally.

In the field in right was Perry Benson from Le Grand, playing a running game. In center field Paul Stewart of Santa Barbara chased home run balls so expertly that he was later relieved by O. S. Thompson from Compton. In left field W. W. Green, vice-principal of Oakland Technical High School, showed how Oakland may be in league running this year.

As coach C. L. Geer of Coalinga did most valiant work and was ably assisted by Guy Hudgins of National City, an ex-bookman, whose exhortations in small voice had effect.

The bookmen's team was most effective and had the principals nervous during the first few innings. The lineup was as follows: Glen Crowley (D. C. Heath, catcher; A. A. Belford (Rand-McNally), pitcher; John Osborn (Silver-Burdette), first; Charles Beers (Rand-McNally), second; John Beers (MacMillan), third; A. K. Allen (Houghton-Mifflin), shortstop; R. C. Hamilton (Allyn & Bacon), right field;

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T. C. Morehouse, center field; A. H. Morosco (Allyn & Bacon), left field.

For coach Dr. A. H. Sutherland, head psychologist of Los Angeles city schools, aided the bookmen with his psychic force.

The score was rather uninteresting from the bookmen's viewpoint, but most politic, the score being 10 to 4 in the principals' favor. Crowley had the honor of making the only home run of the game. The bookmen scored four runs in the first three innings, before the principals woke up. Morosco, J. Beers, Allyn, Crowley went around the bags for the bookmen. Benson, Roney, Reinhard, Mead made two runs each and Malcolm, Green one apiece for the principals.

Due to the courtesy of A. A. Belford, coast manager of Rand-McNally & Company, many pictures were taken of the players and assembled multitude.

For umpires A. J. Schuettner of the State Office of Physical Education and William K. Dunn of Pasadena high school did most satisfactory work, their lives being in danger at no time.

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## HOW HIGH IS A HIGH SCHOOL?

Million dollar high schools! High salaried high school teachers! Expensive bus transportation for high schools! Laboratories and lecture rooms for high schools! Monopolization of public interest and public finance for high schools! Legislatures, pulpits, newspapers, clubs, and what-not for high schools!

So one naturally is led to ask, "How high is a high school?"

Well, now, anyone can answer that question. A high school is just as high as the base on which it rests. For high school education is a thing of two dimensions, length and breadth. It has no thickness. Its whole purpose is that of serving as a broadening influence. The thickness dimension, the up and down element, is supplied by the base on which it rests. Resting, as it does, on elementary education as its foundation of support, it can attain no greater altitude than the height of the training of that elementary education.

But the elementary schools of the land, which can only determine the "height" of our high school education—of our college education, of our life education—are not receiving the proper attention that the permanence of our national institutions demands. They are an after-consideration. They are the recipients of old buildings, old books, old notions, old legislation, old financial provisions, old maps and globes—old everything!

No! Not everything!

That "old thing" which was of most value in the elementary schools as they were originally intended to be is gone. The "old" course of study, the "Three R's", is gone, dissolved away by the rain which has come drip, drip, dripping from through the leaky roof above. It was more solvent than some of the other things. (It is pretty hard for tincture of Ph.D to wash away brick walls and antiquated legislation.)

Enrichment of the curriculum, specialization, departmentalization, supervision, exposure to those multitudinous infections of vocational guidance, supplementary reading, manual training, what-not and what-for have been imposed upon us by those high educational authorities who would recreate the high school in the image of the university, and the elementary school in the image of the high school. And when the boys and girls do not fit in, we must say they are misfits.

Then, too, there is the higher salary schedule of the high school group, which serves to drain away the best of the elementary school teachers into the high school work. Why should there be better teachers for the boys and girls of high school age than for those of the lower grades? Can it be that an escape from the maizes of elementary instruction pronounces the child as deserving of more expensive manipulation thereafter?

That one great educational advance of the last century, physical training, has called forth bond issues to finance the erection of gymnasiums, the construction of tracks and athletic fields, the purchase of equipment and apparatus for the high schools of the land. But the elementary pupils must get their physical development from their imitation of what the big boys are doing. They must look forward to the high school days and the college days.

Another mistaken idea is the payment of higher salaries to principals and superintendents of eight and ten teacher high schools than to the men and women in charge of elementary institutions of two and three times that size. Thus is the leadership for elementary advance taken away and put into the field of high school work.

So it is, all down the line of elementary school activity. There is a robbing, a disregarding, an elbowing-out of the elementary schools in order that high schools may have a free hand to "broaden" the intellectuality of their students.

Isn't it about time that high school leaders, as well as elementary school leaders, should turn their attentions to the base upon which our whole educational superstructure—our very national permanence—rests?

Isn't it about time that we should insist upon better buildings and more adequate equipment for the school years before fifteen—that period in life when health, character, manners, morals, habits of thought and study, ambitions, and those other civic virtues are molded and shaped for all of the years to come?

Isn't it about time that we should cease our attempts to make the elementary school a miniature college—specializing, departmentalizing, "mulliganizing" it into an impossible agency for the education of boys and girls along the lines of what an elementary schooling should be?

Let the best of teachers, of books, of methods, of buildings, of sanitary conditions, of artistic surroundings, of playgrounds, of administrative machinery, of legislation—of everything be supplied to the doing of the one thing which is fundamental to the perpetuation of this democracy: The elementary school system is the basis of democracy.

Let us not forget that the glamour of high school track meets, high school football, high school dramatics, high school jazz and noise is not the stuff out of which this nation was made. This glamour is a deceptive thing, luring us away from an expenditure of school funds for the things which elementary schooling, which is the schooling "of the people", should have.

Let there be elementary education. And then, after that, let there be secondary education. And if there is to be educational remodeling, renovating, strengthening—let it be from the bottom upward, not from the top downward.

Nor, in the doing of this thing, is it necessary to tear down what has been done for the high schools of the land. It is only necessary to repeatedly ask ourselves the question: "How high is a high school?"

A. W. RAY,
Superintendent of Schools, Tulare, Cal.

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I have somewhere seen it observed that we should make the same use of a book that the bee does of a flower: she steals sweets from it, but does not injure it.—Colton.

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## THE FIRST STATE BOARD OF EDUCATION CONFERENCE ON PROBLEMS OF CHILD ADJUSTMENT IN PUBLIC EDUCATION WAS HELD RECENTLY IN OAKLAND

### Morning Session

The meeting was called to order by Mrs. Margaret S. McNaught, Commissioner of Elementary Schools, who outlined the purpose of the meeting to consider the adjustment and placement of children in the schools.

The chair then appointed the following persons to act as committee on resolutions: Dr. Virgil E. Dickson, chairman; Mrs. Agnes Ray, Mrs. Carrie Parsons Bryant, Dr. George Ordahl, Superintendent Will C. Wood, Dr. A. H. Sutherland, Dr. John K. Norton, Dr. Grace M. Fernald, Mr. Fred C. Nelles.

The discussion was opened by Dr. Virgil E. Dickson, Director of Bureau of Research and Guidance of Oakland and Berkeley Public Schools. He spoke in part as follows:

"The Bureau of Research and Guidance of the Oakland and Berkeley Public Schools is carrying out the policy, (1) grouping of children according to capacity, (2) adapting the course of study to meet the needs of these various groups. We have five types of classes, as follows:

"**Atypical Classes** for children who are so seriously retarded, mentally, that they cannot do satisfactory work in any regular class. These constitute between one and two per cent of our school enrollment.

"**Limited Classes** for those children who are slow, mentally, and cannot keep up with a regular class. These pupils move along from grade to grade, one or two years over-age, handling a course of study limited to the mere essentials. Approximately ten per cent of our school population is cared for in such classes.

"**Opportunity Classes** are for children who have dropped behind their grade, but who have such capacity that they are able to make up work more rapidly than normal, and be placed back, after a brief period,in regular class work.

"**Regular Classes** for all ordinary school work.

"**Accelerated Classes** for those pupils of superior intellectual capacity. These classes cover an enriched curriculum and usually save some time. Our policy involves a saving of not more than two years of time before high school graduation. We believe in mental testing of all pupils in school, and we use the results of mental tests in connection with teachers' judgments of ability, physical condition of the child, interests of the child, habits of industry, and other known factors to guide us in the placement and classification.

"We have found many over-age boys and girls working to no purpose in grades 3, 4, 5 and 6. We have conducted an experiment for the past three years by which we have taken such children, at the recommendation of their teachers and principals, out of the elementary schools and have put them in a special class in the junior high school. The results have been highly pleasing from two points of view—first, a large percentage of these over-age boys and girls have taken a new lease on life, since they have entered the junior high school, and have done much better work than they have ever done before. Most of them show promise of becoming satisfactory citizens. On the other hand, the elementary grades have been relieved of some of their most serious problems, with the result that normal children in the elementary grades now receive much better attention than was formerly possible when the teacher's time was seriously broken up by the demands of the pupils who could not do the work in her class."

A discussion then ensued as to the best method of adjusting the problem of the very gifted child—that is, the child with I. Q. around 180 or 185—taken part in by Dr. Dickson, Dr. A. H. Sutherland, Director of Department of Psychology and Educational Research in City Schools of Los Angeles, and Miss Mary Blanche Cummings, Director of Research in Fresno City School, and Mrs. Dorothy Hazeltine Yates, graduate student, Stanford University.

Dr. Dickson said that such a child should be kept out of college until he is older and has developed the quality of leadership. The object should not be merely to have the child progress rapidly, but to give him an enriched curriculum as well; indeed, he ought not to progress too rapidly.

Dr. Sutherland said that other things must be considered besides high I. Q., namely: 1. Mechanical ability; 2. Social adaptations; 3. School play activities.

In certain things, Dr. Sutherland said, the gifted child is highly developed; but in other things can compete with children of his own age. It is therefore important that his play be with children of his own age.

Dr. Sutherland also said that he is no worshiper of books and that the child can go through the three primary grades in one year if he shows ability. Every child with high I. Q. should be treated as an individual case. He should not be kept in the first three grades if he knows the work. The I. Q. is only one of several things which should be taken into consideration. We can expect a child with high I. Q. to do much more work. This cannot be accomplished in regular class. Even if we go far into the problem of segregation, we still have individual differences. We must train our teachers to recognize these individual differences. In giving the educational tests, we find a wide variation. For example, in the Courtis Arithmetic or Woody McCall Arithmetic we find a spread of five years within one grade. The theory that education is fitted to the average is an absurdity—an average is a matter of figures, not of people.

Miss Albertine A. Richards, Supervisor in Department for Training Teachers of Atypical Pupils of San Francisco State Teachers' College, said recognition of individual differences was the work of psychologists.

Dr. Sutherland replied that in Los Angeles the teachers did most of the handling of their own problems.

Dr. Dickson said that in Oakland each school had a school counsel who worked on the adjustments.

Dr. Sutherland then outlined the following program of the Child Conservation League of California, which was adopted at a Southern California meeting:

State legislation on the following economic and conservation measures:

I. Census of all mentally subnormal persons in the state. Not an ordinary census, but one requiring the services of experts in the field.

II. Adequate institutional provision for low-grade cases. At present we cannot admit one single case, no matter how urgent, to a state institution.

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III. Vocational training schools for high grade morons and borderline cases.

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V. Special training for teachers of subnormal children.

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VI. Higher salaries for special teachers.

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Dr. Sutherland said that California will not be pioneering in adopting the above measures, for New York, New Jersey, Massachusetts, Pennsylvania and Minnesota have such laws. Is it not high time, he asked, that California joined the procession?

Mrs. Agnes Ray, member of the State Board of Education, suggested that our present registration law could be made more effective by requiring data as to age, grade, nationality and other reportable facts. When a child is below normal grade the why could be easily learned and the cause should be the educator's basis for remedy. Our present plan of collecting data on retardation in totals simply registers the inefficiency of our school system. Mrs. Ray said she was opposed to any plan of segregation which limits or labels. She favored classifying according to ability, but said the road must be left open for every child, as we would like to have it left open for ourselves.

Superintendent Will C. Wood said the census at the present time does not give the things that are wanted. The state office at the present time has available the retardation record of every child in the public schools. The question is now to get records of children who are not in public schools. A census for one year will not get us very far. If we are going to study retardation, it must be a continuous study, and in order to have continuous study he hoped to establish a small but well-staffed bureau of educational research in connection with the state office at Sacramento. Superintendent Wood also hopes to establish county bureaus of research. If the legislature will grant the State Board of Education $50,000, Mr. Wood will guarantee county bureaus of research in two-thirds of the counties in the state. He also said that he believed that every teacher should be required to take a thorough-going course in individual differences. He would not support a large appropriation for the education of children who will not bring anything to themselves or society.

Dr. Grace M. Fernald, head of the department of psychology in the Southern Branch of the University of California, said that certain children must have a close view taken of them and for this purpose there must be a certain amount of segregation so that the child may be studied. On the other hand, she would never pigeon-hole a single child. She did not favor permanent segregation. Segregation should be made upon careful diagnosis and the segregated group be taught by a trained teacher whose aim should be to aid the child, if possible, in returning to his own social position. Segregation should not mean permanent pigeon-holing.

Miss Katherine McLaughlin, associate professor of primary education in the Southern Branch of the University of California, said that Wisconsin was meeting the problem of retardation and adjustment in a very definite way, after a social survey of the state made several years ago. Wisconsin has a mandatory law which requires every community having as many as ten subnormal children to open a special room for these children under the jurisdiction of the public schools. Furthermore, in many of the schools they have adjustment rooms where children who are retarded for any reason whatsoever are given special instruction for a short period until they have reached the level of advancement of their own class rooms.

Miss McLaughlin also said that Wisconsin makes ample provision for custodial cases. These are segregated entirely from the public schools and for the most part are sent to institutions especially equipped for the care of such children. In the public schools of Wisconsin a small beginning is being made toward taking care of the accelerated or superior children found within the regular grades. In some instances these are being grouped into special rooms under special teachers and given an enriched curriculum. This phase of the work, however, has not progressed as far as that of the adjustment of subnormal children.

Adjourned for lunch.

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### Afternoon Session

The meeting was called to order by the chairman, Mrs. McNaught.

Dr. Dickson, as chairman of resolutions, read the following resolutions, which were unanimously adopted:

1. There is need of a central research agency in the State of California to determine the nature and extent of the child adjustment problem in our state. Said agency should be organized on a permanent basis and exercise continuous service for better conditions of the adjustment of education to fit the needs of individual children. There should be provision for state encouragement of city and county co-operative organizations for carrying on local child adjustment work.

2. We recommend that the State Board of Education and the State Superintendent of Public Instruction be asked to proceed with the organization of such a research agency at the earliest possible date.

3. We recommend that more adequate provision be made for the care of custodial cases.

4. We recommend that teacher training institutions provide opportunities for—

a. Courses in individual differences of children to be required of all teachers.

b. Special course to provide training for teachers of atypical classes for the men-

tally retarded; this course leading to special certification.

c. A course leading to special certification of supervisors and directors for research work for cities and counties as stated in Resolution No. 1.

5. We recommend that suitable action be taken looking toward the proper organization of such courses at the next regular meeting of the State Board of Education with the presidents of the teacher training institutions.

6. We recommend that some form of certification be required of all examiners who are permitted to do mental testing and diagnosis of children in the public schools.

7. We recommend that the chairman of this conference appoint a committee to formulate proper legislation looking toward the carrying out of these resolutions.

8. Believing that conferences of this type are highly desirable and profitable, we recommend that the State Board of Education shall call other conferences of this nature at such time each year as it may seem fit.

Dr. George Ordahl, psychologist and educational director of the Sonoma State Home, then spoke in part as follows:

"There are 786 on waiting list for the Home at the present time. Those whose mental age is below eight are not public school problems. The upper feeble-minded group can profit by schooling. It is desirable to teach these people to read and write from a recreational and disciplinary standpoint. They should be given industrial training. The moron is not capable even with training, however, of making an independent living. The problem is one of supervision.

"Certain of the children sent to the Sonoma State Home are educated in such a way that they can be sent out later on into private houses where under direction they can assist in household work. The problem for the girls in this respect is easier to solve than that of the boys. Boys may be trained to work in the bake shop."

Dr. Ordahl dwelt forcibly upon the danger to society of the transmission of feeble-mindedness from one generation to another.

In answer to a question as to why these girls could not be taught to handle pretty textiles, making articles, for example, for use in millinery, instead of being taught mere household occupations, he answered that having very little mind they could work only under immediate direction and supervision.

Mrs. Carrie Parsons Bryant, vice-president State Board of Charities and Corrections, then told of the Pacific Colony, consisting of 1000 acres located five miles from Pomona. This colony plans to care for 3000 morons. At present Los Angeles County is boarding out its cases, because it is impossible to obtain institutional care. Mrs. Bryant suggested that several counties combine and maintain an institution for care of the feeble-minded similar to that institution maintained for tuberculosis.

Mr. Fred C. Nelles, superintendent Whittier State School, then spoke on the aims of Whittier. He said that Whittier is not designed to relieve the public school. The boys in Whittier are an educational problem. It is the desire of Mr. Nelles that a center be established at Whittier where certain theories can be tried out and where teachers and social workers can be trained. Whittier is not a place to send boys for punishment, but a laboratory for study of the exceptional child. Every boy who comes into the school is given: 1, physical examination; 2, mental examination; 3, educational tests; 4, social conduct observation; 5, case history.

Seventy-five per cent of the boys who come from Whittier are truants from public schools.

Mr. R. F. Fisher, director of State Institutions, expressed great satisfaction that a group of educators like those assembled were looking toward the fair treatment of children, studying them with a view to giving to each the education best for him and best for society.

Dr. J. Harold Williams, director of research work in Whittier State School, said we must readjust our thinking about the feeble-minded. They are facts. Our schools are clowned with them. Our social life is suffering from feeble-mindedness. Their influx upon society is a far greater menace than any foreign influx could possibly be. Psychologists are not calling too many children feeble-minded.

Mr. James T. Preston, principal Burbank Junior High School of Berkeley, spoke against sending too many children to institutions, saying many were capable of a certain kind of education that they ought to be given in the public schools.

The following persons were present: Lewis B. Avery, Ernest Branson, Mrs. Carrie Parsons Bryant, Mary Blanche Cummings, James C. DeVoss, Dr. Virgil E. Dickson, Dr. Grace L. Fernald, R. F. Fisher, Minnie Grant, Montana Hastings, Lillian M. Hawkins, Mary Bess Henry, Mrs. Myrtle Lee Holloway, Henrietta A. Johnson, Mrs. Theresa Kennedy, Katherine L. McLaughlin, Mrs. Margaret S. McNaught, Fred C. Nelles, Dr. John K. Norton, Dr. George T. Preston, Albertine Richards, Mrs. Agnes Ray, Marion C. Smith, Nellie B. Sullivan, Dr. A. H. Sutherland, Robert J. White, Dr. J. Harold Williams, Will C. Wood, Dorothy Hazeltine Yates.

Respectfully submitted.

MARY BLANCHE CUMMINGS,
Secretary.

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## CAPITALIZING THE TRAINING OF THE TEACHERS FOR A BUSINESS OBJECTIVE

By J. Evan Armstrong

The great majority of teachers are well equipped for business in having had a normal, part college, or complete academic training. While this broad education may not be absolutely essential to the best success in the business field, experience has shown that a training of this particular type, supplemented by the specialized training for work in the business field, produces an employe capable of more rapid advancement and possessed of ability to assume charge of responsibilities of a higher executive order.

To be sure the teacher is better equipped for success in this particular field if she has specialized upon the subject matter contained in a modern school of commerce with the right sort of elective minors. For instance, in the field of English it is not only necessary to have a knowledge of composition, a good vocabulary, ability to spell, paragraph, punctuate, and write good letters, but the use of good oral English is of paramount importance and must include the well-stocked vocabulary of the more thoroughly trained and progressive type of business man.

The work in economics dealing with present every-day conditions will give the teacher an insight into some of the problems with which the individual in business must continually deal. Besides the study of the general economic situation, specialized study as outlined later in this article is of maximum importance to the individual who would serve in the capacity of secretary.

A knowledge of history, so far as it pertains to the progress of peoples and industrial and commercial processes, will be of vital importance. But, in the whole field of education, there is probably no one sub-division of more practical importance than that of philosophy. This is not commonly understood and yet the success of the teacher has been in large measure due to her keenness in understanding and sizing up situations, in weighing and judging people, and placing them in the vaious classes to which they belong. Embracing, as it does, a study of the mental reactions of the individual and the whole logic of thinking, philosophy offers, through its more practical courses, development which is not only vital to the teacher but essential to the business employe.

The well-balanced training, however, of the teacher should, and usually does, include a certain minimum of work in the field of mathematics. If, in this training, the teacher has gotten a working knowledge of the various practical mathematical problems which are characteristic of the business field, she is fortunate. Too often, however, even a complete academic training leaves us deficient in the understanding of some of the mathematical processes and especially in the application of these processes to the more common problems of the business field.

In this course in the College of Commerce should be and is usually included, a study of State and Federal Law governing incorporated concerns. It is very essential that one acting in the capacity of secretary may not only be familiar with the laws governing corporations, but may appreciate the legal responsibility involved in connection with the details of indorsements of checks, notes, and papers of every description. Besides this, an understanding of the significance of the income tax, employers' liability, libel and postal laws is vital to the protection of the interests of the employer.

Modern language work, too, may offer its values; for the progressive business man is continually reaching out to over-seas markets in the solution of his manufacturing and sales problem.

Important, however, as is all this general training, it must be supplemented by special training dealing with those practical subjects which are directly involved in the performance of the most important duties of the office. Familiarity with stenography, typewriting, sales and advertising procedure, bookkeeping, accounting, organization, administration, business charting, filing and business systems, and the use and purpose of all modern office appliances will be found to be indispensable.

Then, too, special training as to correct procedure in handling personal calls, telephone calls, supervision of the work of the rest of the office force, and especially in the study of the duties of the average employer constitutes training necessary to success in this particular field.

The teacher is very fortunate who has been reared in a business environment where she had previous knowledge of the problems and processes of business. If the work as teacher does not appeal to her, it does not necessarily follow that the vocation of secretary will prove desirable. A contact, however, with the large problems of business, its policies and ideals should appeal to one ambitious to see things accomplished.

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Mr. John Robert Gregg, president of the Gregg Publishing Company, and Mrs. Gregg sailed for England April 25, to spend the summer in work and pleasure. Fifty of the leading business schools in Great Britain are adopting Gregg shorthand this year and the great demand for teachers has made it necessary for Mr. Gregg to help in training them. He has taken over to England certain teachers to assist him, among them Mr. Harold Smith of New York, the expert typist, and Mr. C. I. Brown of Chicago, a man unusually well equipped to teach methods of organization because of the training he received under his uncle, Mr. G. W. Brown, the well beloved Nestor of business education in the Middle West, and later from Mr. Gregg, a superman in school administration and methods. The rapid growth of Gregg shorthand on the Continent of Europe, and the adoption of the Gregg publications in the schools of Great Britain and France, have made it necessary for Mr. Gregg to increase his official family abroad and give several months each year of his own time to supervision. There are two great chains of business schools in Great Britain—the DeBear Schools, comprising some thirty schools in London and the rest in the leading cities of England, Scotland, Wales and Ireland—and Clark's Colleges, consisting of some twenty-two schools located in and around London. These schools have adopted Gregg shorthand. Mr. Gregg maintains offices in London, and publishes his textbooks and a monthly magazine, The Gregg Shorthand Magazine, in England.

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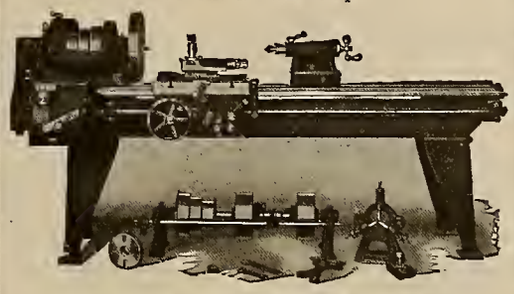

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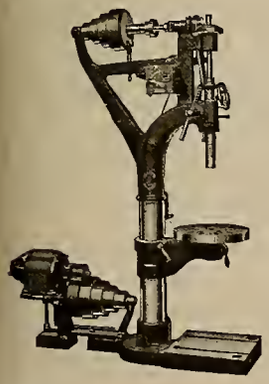

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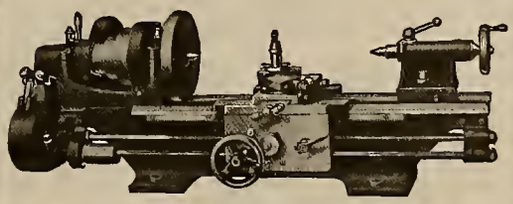

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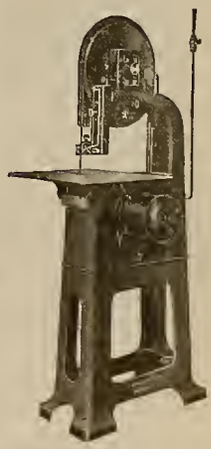

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## RIPON GRAMMAR SCHOOL HOT-LUNCH PLAN

Any endeavor in a school must look to two things to insure any measure of success for the project in hand: a genuine belief in the necessity of the thing attempted; conclusions should be based on actual facts, not on vagrant thoughts; and a hearty and freely lended co-operation among teachers and parents.

The Ripon Grammar School hot-lunch found its start in two events: the first a visit by the school nurse, who found that over 50 per cent of the pupils were underweight, and the second in surveys made by the principal through the medium of the National Intelligence tests, which showed the pupils to average 14 per cent below normal.

It was at first believed that the prevalent under-weight was due to under-nourishment. Such a thing was almost startling when one considered that the majority of the children came from farms where, if anything is lacking, it certainly is not food. Consultation and observation, however, convinced us that, while part of the underweight was due to under-nournishment, the larger part came from constitutional disorders—bodily mistakes as adenoids, decayed teeth, etc.—and fatigue. This last came partly from too strenuous play, both at school and at home, and from too much and too hard work at home.

Following up the intelligence tests by careful observation it was felt that the restrictions came not from brains but rather from lack of preparation somewhere in the background and from fatigue. It was noticed that the greatest period of fatigue came during the afternoon session.

It was felt that a room should be provided where the children could sit quietly at tables and eat their lunches. All were to enter the room at a given time and remain a full half hour, thus placing no premium on rapid eating. It was also felt that if a hot dish were given the children to accompany their sandwiches the afternoon's work would be more pleasant and profitable.

The active co-operation of the Parent Teacher Association was enlisted and promises gained from twenty women to take one day each month in the preparation of the food. And, let it be said here, that not once have the ladies failed the school.

To gather the first supplies a "pound" social was held—the school provided an entertainment and asked those attending to bring a package of one of several articles listed. The list included corn, macaroni, chocolate, potatoes, sugar, rice, beans, etc. From this source about 200 pounds of staple foods were gained. During the five months of hot-lunch but two of these socials have been held.

With the aid of the boys of the manual training department, cabinets, benches, tables, etc., were built. The room is equipped with a sink and a double electric plate which the school installed from the proceeds of the hot-lunch fund, of which more later. The tables have been covered with white oil cloth and curtains have been hung at the windows. It was felt that by providing the right conditions the school could insist on and teach some practical lessons in manners and morals.

The school is fortunate in possessing a DeVry motion picture machine, which is used in giving a public entertainment each Saturday night. There is no "movie" in town, hence no competition. The net proceeds of the show are used to maintain the lunch. During the past sixteen weeks the gross proceeds of the entertainment totaled $434.50. Our expense for showing averages about $16 per night.

The lunch is under the direct charge of one of the teachers who sees that the necessary foods are on hand each day. She consults with the various "cooks" and thus prepares the menu. Such dishes as beans, both boiled and baked, macaroni with cheese, also with tomatoes, stew, rice in various forms, escalloped potatoes, vegetable soup, chocolate and a variety of creamed soups are served. The milk for these are brought in gratis by the farmers, often in ten-gallon lots.

The children bring their own sandwiches and furnish their own cups and aprons. No attempt is made to return the cups or spoons to their owners each day. To do so would tend to congest the work.

Absolutely no charge is made for the lunch, but it is felt that the project is by no means a charity. It is but the plain duty of the school to care for the children during the time they are actually on the premises.

On an average of 135 pupils are served daily. These children, representing about 40 per cent of the school population, all live from one to three miles from school. The cost of the service is slight. During the months of January and February approximately 6000 dishes were served at a cost of less than ¾ of a cent each.

The work of washing the dishes and otherwise keeping the room in order is taken care of by the girls and boys, working in sections, of the four upper classes.

It is impossible to estimate the help that has been derived from the project. We do know that there has been a consistent increase, running from 15 to 20 per cent, in the grades or markings attained by the pupils. We also know of several marked increases in weight. However, such gains may have been but natural, yet we feel that the hot-lunch should be given some credit.

During the past few weeks an epidemic of influenza has caused practically eleven of the schools of this county to close. Even the high school in our own community and on adjacent property has been closed for a week. This school has fortunately been able to remain open with an attendance ranging from 89 to 93 per cent daily. Under normal times our attendance stands at an average of 95 per cent. Do not understand that we think hot-lunch was responsible for this happy condition. We can't help, however, a feeling that it in a measure helped.

We are "sold" absolutely on the scheme and look forward to enlarging its scope very materially the coming year.

H. M. MABREY,
Supervising Principal, Ripon Grammar School.

March 7, 1922.

N. B.—This circular has been prepared—this being the third edition—to answer the inquiries relative to the lunch project from nineteen sources, covering twelve States and Canada.


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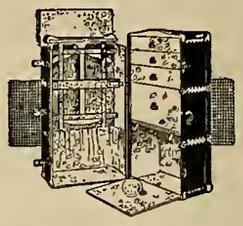

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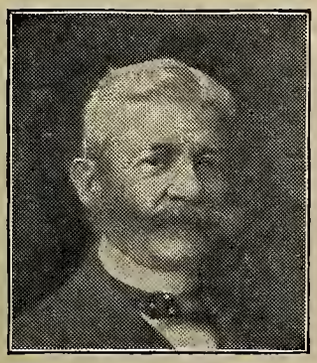

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CALIFORNIA STATE
DEPARTMENT OF EDUCATION
State Board of Education
Sacramento

May 10, 1922.

To Textbook Publishers:

Through oversight, the call for bids for textbooks in citizenship and hygiene, recently issued, asked for bids for the sale or lease of the right to publish, but made no reference to bids for supplying completed books. You are therefore informed that alternative bids for supplying completed books, as specified in the call for bids, F. O. B. Sacramento in carload lots, will also be received.

Yours very truly,
WILL C. WOOD, Secretary.

---

The Pupils' Workbook in the Geography of California, by F. A. Rice, representative of Ginn & Company, and Wm. S. Paden, principal of the Lincoln School, Alameda, is the title of a new book to help aid geography teaching in California. This is an outline book, that presents California geography in a unique way. The socialized recitation plays an important part. Send 40 cents for sample copy to Ginn & Company, 20 Second street, San Francisco, Cal.

**NOTICE OF EXAMINATION**

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Friday and Saturday, June 23 and 24, 1922. For further information apply to Secretary Board of Education, City Hall, San Francisco.

(ADVERTISEMENT)

**BIDS WANTED FOR TEXT-BOOKS IN HYGIENE**

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

Text or texts in physiology and hygiene, to consist of not more than two volumes, for the elementary schools.

Manuscript or sample book of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before September 1, 1922.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook in hygiene," may be submitted on or before the hour of 4 o'clock p. m. of September 1, 1922.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

**State Board of Education**
SACRAMENTO CALIFORNIA
WILL C. WOOD, *Secretary*

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**BIDS WANTED FOR TEXT-BOOKS IN CITIZENSHIP**

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California text material in citizenship to consist of not more than two volumes, one of which shall be for use in the seventh and eighth grades of the elementary schools; the other, for use in grades below the seventh.

Manuscript or a sample book of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before September 1, 1922.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bid for textbook in citizenship," may be submitted on or before the hour of 4 o'clock p. m. of September 1, 1922.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

**State Board of Education**
SACRAMENTO CALIFORNIA
WILL C. WOOD, *Secretary*

## THE TUOLUMNE COUNTY TEACHERS' INSTITUTE

Superintendent G. P. Morgan held his annual institute at Sonora May 1, 2, 3, 1922. The instructors were Miss May Sellander, director in art, Oakland; Winifred Van Hagen, State Board of Education; Louise D. Fridey, supervisor of primary art, Tuolumne county, and Harr Wagner. The institute was held in conjunction with the Chautauqua, and the teachers were given the opportunity of a delightful and instructive program.

Miss Van Hagen has no superior in California in getting active co-operation and response in her work in physical education. She meets the problem of physical education squarely and meets the issue with such intelligence that teachers become enthusiastic in co-operation. As the professional psychologist in the commercial world says, "She sells physical education and gets the signature on the dotted line."

Miss Sellander gave the teachers practical lessons in drawing, and presented her subject in such a common sense way that the rural teacher will be able to use the instruction in the class room. Miss Fridey gave a delightful talk on "Study of Famous Pictures." Harr Wagner spoke on "Teaching as One of the Fine Arts," literature, etc. The teachers took an interest in the institute, and enjoyed the talks, the debate, the various entertainments.

Superintendent Morgan conducted the institute in an able manner. His remarks, brief, pointed, slightly humorous, were enjoyed by all. He was born in Columbia, Tuolumne county, and has devoted his life to teaching and the superintendency. He holds the record today of being the oldest in point of continuous service of any one in the State of California. As teacher, superintendent and citizen, he is honored and respected by all.

During our visit to Sonora, Superintendent Morgan took us on delightful trips to Columbia, the wonderful marble quarries, Jackass Hill, where Mark Twain lived, Tuttletown, Jamestown and Tuolumne City. Everywhere the old and the new. Among the debris of '49 is being planned the industries of 1922—marble quarries, lumber mills, cement highways, the great Hetch Hetchy power and water plants, apple orchards, vineyards, and new school houses, new homes, new people. Tuolumne county has a future as well as a past. Superintendent Morgan as the educational leader of the county is progressive. The fine high schools. Governor Stephens will dedicate the new gymnasium at Sonora this spring. The county has a free library system, a school nurse, a supervisor in drawing, a progressive county board of education. Tuolumne in the days of '49 had great men. Tuolumne in this newer day is developing fine boys and girls by her educational system.

---

Mrs. M. M. Fitzgerald, principal of the historic John Swett school, San Francisco, has worked out a wonderful system of graphs in her school and has made the study of geography so intensive and interesting that it has brought forth a fine spirit of co-operation from the pupils. Several publishers have already requested Mrs. Fitzgerald to prepare "The Graphs" for publication so that the teachers may be benefited.

Thadeus Rhodes, the principal of the Daniel Webster school and director of library service in the San Francisco school department has a complete and modern school plant in his building. Domestic science, manual training, nutrition classes, and splendid team work in the essentials, reading, writing, history, geography, arithmetic, spelling, etc. The Daniel Webster school under direction of Thadeus Rhodes is certainly an up-to-date, modern educational plant.

---

Hon. Will C. Wood, director of education and superintendent of public instruction of California, was called to San Francisco on May 15 to deliver a speech to the radio.

The accompanying tree is a Canyon Live Oak, located near Tuolumne City, in Tuolumne County; 31 feet in circumference, spread of branches 130 feet. It stands alone in a forty-acre tract in the midst of a grove of young pine. It has been preserved through the efforts of J. R. Prince, a prominent citizen of Tuolumne County.

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Leonard F. Collins, supervising principal of Burbank schools, has had Dr. Harold W. Fairbanks lecture to his teachers and demonstrate his ideas on the problem method in geography.

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J. Dean Simkins, superintendent of the East San Diego schools, and his teachers staged a huge May Day festival May 1st with 800 children. Thousands witnessed the program.

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Chas. A. Weise, for twelve years principal of the Burnett school, Long Beach, has been chosen to succeed B. F. Beswick as district superintendent of Tustin schools.

---

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California's Story, by Herbert E. Bolton, of the University of California, and E. D. Adams of Stanford University, is the latest book for teaching history in California schools. The book is published by Allyn & Bacon, San Francisco and Boston. It has 200 pages, profusely illustrated, and carefully indexed. We like the full explanations of the pictures, and the very excellent English used in writing the narratives.

The authors aimed to produce a story of California in simple and interesting language. There can be no question of accuracy of statement or criticism of point of view of such eminent authorities in history as Prof. Bolton and Prof. Adams. The book will prove an interesting contribution to our list of books on California history. The majority of illustrations, however, are more of a geographical than historical nature, and give more space to men who achieved in commercial activities than in political life or creative arts. For instance, Hoover is given twice as much space as Hiram Johnson, Muir is given a page, while Joaquin Miller, the poet, who will be remembered long after hundreds of those mentioned are forgotten, unless they live, because the poets sang of their deeds. The authors follow the beaten path, the formal way. Their ability as teachers of history would give them license to present to the children a new history, a new point of view, a socialized project, a problem that would come near to the ideals of the native sons and daughters of California, but they have preferred to follow the old line of formal, historical text books.

---

Various Orange county schools during May heard Dr. Harold W. Fairbanks discuss the problem method in geography. The morning of May 16, Geo. C. Sherwood, district superintendent of Orange, had Dr. Fairbanks handle a class and discuss the method before his teachers.

In the afternoon, Charles C. Smith, district superintendent of Anaheim, had Dr. Fairbanks demonstrate before his teachers with the junior high student body of more than 250 pupils. Afterwards Dr. Fairbanks lectured to the teachers.

May 17 John A. Cranston, superintendent of Santa Ana schools, had Dr. Fairbanks appear before his geography teachers. At this session was B. F. Beswick, district superintendent of Tustin, and his teachers of geography.

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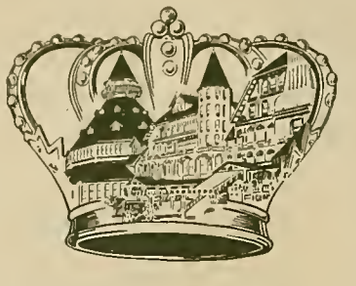
Chas. A. Weise, for twelve years principal of the Burnett school, Long Beach, has been chosen to succeed B. F. Beswick as district superintendent of Tustin schools.



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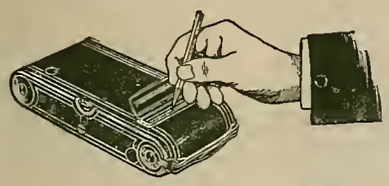

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# THE WESTERN JOURNAL of EDUCATION

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JUNE, 1922

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*Harr Wagner*

New Schools.

An Informal Message.

Regarding the California Polytechnic School.



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VOL. XXVIII, No. 6 SAN FRANICSCO, JUNE, 1922 Price 15 Cents

MEETINGS

Bay Section the California Teachers' Association; Elizabeth Arlett, President, Oakland, Cal.; F. H. Boren, Secretary, Oakland, Cal.

Northern California Teachers' Association; Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association; Robt. Teall, Madera, President.

Southern California Teachers' Association. George C. Bush, President, Pasadena; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. Mark Keppel, Los Angeles, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabaeth B. Phillips, Porterville.

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## THE SAN DIEGO COUNTY SCHOOL SYSTEM

By W. M. Culp

California if anything is for those that live in the present. Californians believe, and perhaps rightly, that they have an edge on the future, especially in things of education. People are sifting into California by the tens of thousands. That makes for growing educational systems. There being little stagnant water, the whole course of education is on the uphill road. Old high school plants have been outgrown, the people vote millions for new sites and buildings, elementary buildings are overflowing, hundreds of thousands of dollars go into new buildings. The best teachers of the land are drawn West into the schools for instructors. It is a system of experimentation, of growth, of expansion, of much vision.

In this growth of education in California, San Diego County has its part. During this last year Miss Ada York, superintendent of schools of San Diego County, has, in co-operation with her principals, teachers and citizens, seen much accomplished. Consolidation of school districts, erection of new high and elementary school buildings, more adequate supervision of schools made possible by funds allotted by the last State Legislature, health and development work, community play days, penmanship campaigns, are a few of the lines of work stressed.

Miss York is thoroughly acquainted with the routine work of her office through eight years' previous experience as deputy under three preceding superintendents. As superintendent this year, Miss York has shown initiativeness and ability to grasp the fundamentals of county educational work. She has been enabled to carry on more supervision with the assistance of her field deputy, John Gray Imel, and her plans for the future include the securing of music supervision for next year.

This is the first year that San Diego County schools had a health and development department. The Junior Red Cross

Eleanor Hitt, the progressive leader in County Library Service, Head of the San Diego County Free Library Service.

financed the project, but it will be financed by the county next year.

The community play day was inaugurated this year and was under the able direction of Miss Jessie Rant Tanner, supervisor of physical education of the San Diego State Teachers' College.

For the first time San Diego County has had a supervisor of attendance. Charles E. Snell was appointed and has done excellent work.

The most notable advance in the San Diego County school system has been the erection of three new high school buildings and three very fine elementary buildings. We quote from remarks by Miss York about the new ideals of school architecture and school sites in San Diego County:

"In the days of thirty or forty years agone, the school trustees, whenever they had the pleasant duty of locating a school house, looked for an eminence. All through the county, one finds these old-time buildings, quaint cupola atop and windows on opposite walls, set high on a hillside with not a thought of a playground nearby. One wonders what games were entered into by these little youngsters who climbed the hill of knowledge every morning and ran fleetly down at nightfall, scampering homeward from the day's encounters with examples and pages of books.

"Now, the physical education of each and every child has come into prominence and the school trustees in choosing the school sites look for the level spaces where baseball diamond and basketball and tennis court can be easily marked off. There must be a place for the equipment deemed essential to muscular development, the giant stride, the swinging rings, slides, and so forth.

"The square, box-like school building has been superseded by the open air classroom and the pleasing lines of the Mission style cement structures stand out charmingly against the background of distant hills. An assembly room is provided in all the new buildings so that the adults of the community have a real civic center; and grown-ups and children share the possibilities of this common meeting place."

Bonsall Union Grammar School, Miss Emma Field, principal; Cajon Valley Union Grammar School, A. D. Allen, principal; Oceanside Grammar School, Mrs. Blanche Chambers, principal, are three of the elementary buildings Miss York is speaking about.

At Coronado the grammar school, in charge of Fred A. Boyer, has long been an outstanding feature. The building, con-

Cajon Valley Union Grammar School, Theo. Kinster, Architect.

structed in 1913, is of the Mission, open-air type, and was the forerunner of present elementary school construction in Southern California. Mr. Boyer has made the best of the opportunities afforded him by keeping his system on a high level.

At Escondido the grammar school, under Mrs. Beulah W. Howland, is doing fine work. An up-to-date plant, fourteen teachers, 460 children, make for advancement.

At Escondido also is M. W. Perry, president of the county board of education, who is principal of the high school. The Escondido High School is a huge building on an eminence, the first thing that looms up on entering the valley. Years ago it was built for a denominational college, was turned into a high school and has been kept renovated for practical school work.

At East San Diego J. Dean Simkins has charge of three growing schools, some 785 children, the largest educational system under the San Diego County administration. Mr. Simkins is a member of the county board of education. Mr. Simkins has burst into fame recently as author of a fine nature book entitled "Ants and Their Garden Friends."

San Diego County has two mountain high schools in Julian Union High School, B. J. Clearbrook, principal, and Ramona Union High School, John H. Wilson, principal.

At Oceanside is the Oceanside-Carlsbad Union High School, George A. Dickson, principal. A small school, well managed, with a good balanced faculty of three men and three women.

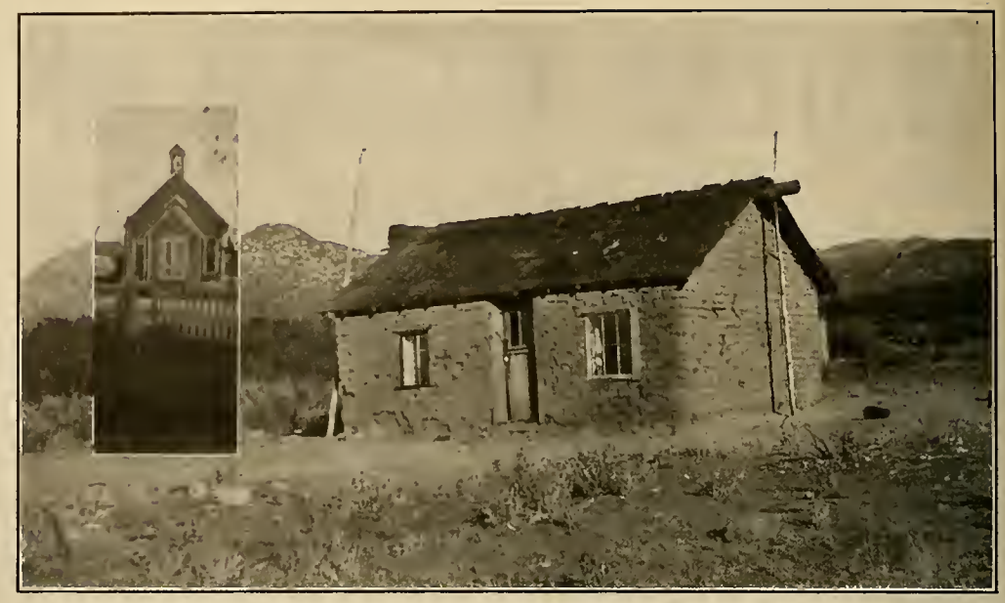
At Chula Vista Charles A. Shaver, supervising principal of the grammar school, has around 400 children in his school.

San Diego County has many small schools where excellent work is being done. At Dulzura Ruth Crusan has a small school house under the live-oaks, near a rushing stream and teaches fifteen children in nine grades. At Campo Mrs. Harriet F. Grigsby, principal, and Mrs. M. Isabelle Ferguson handle over forty children. Two huge oaks make an outdoor gymnasium. There are parallel bars between the trunks and ropes and swings from the branches. Itinerant population and Mexican children make for real work.

In glancing over the directory of San Diego County schools we find some interesting statistical material. Jamul, East San Diego, San Luis Rey, Monument, Potrero are five of the oldest schools, all formed in 1869. In 1870 three , now in existence, were formed—National City, Ballena, Laguna.

Number of students in elementary grades in San Diego County outside of San Diego City, 6125; number of high school students, 1511; number of county elementary and high school teachers outside of San Diego City, some 300.

Average cost per pupil, kindergarten, $103.64; elementary, $75.49; high school, $214.11.



Warner School, adobe and old type school now being displaced by new types.

Old type of school at Bonsall now being replaced by new modern building

Coronado Grammar and Junior High School

Houses 537 pupils; sixteen full-time teachers; three part-time teachers; building fully equipped; playground in rear and in front; one and one-half blocks given over to playgrounds; school well provided with equipment of all kinds; block at left primary, block at right grammar, block at center jr. high. Fred A. Boyer, supervising principal.

SOUTH ELEVATION

Grossmont Union High School District was formed August 14, 1920. The new building sits back from the paved state highway about half way between La Mesa and El Cajon, with a wonderful view of the El Cajon Valley and the mountains beyond. A large country high school to which all the pupils are transported. The building is of granite quarried in the vicinity. The capacity of the new building is 400, which is expected to be reached within two years, as the present enrollment is 321. The building site contains 14 acres and the athletic and agricultural field across the way contains 12 acres; both were gifts to the school. The architect is Theodore C. Kistner of San Diego. The principal is Carl N. Vance and there are to be 19 teachers this year. There is a large auditorium with a capacity of 650 and a fine stage. The building is to be occupied on the opening of school in September.

Since 1917 twelve union grammar school districts have been formed. In 1921 five were formed. These twelve union schools take the place of thirty-five small schools.

San Diego City is represented on the county board of education by A. H. Riddell, principal of the Florence school.

In the county office are Mrs. Orva Browne-Thompson, assistant superintendent; Bessie M. Book, deputy; Charlotte McLean, deputy; Frances L. Sanborn, school nurse.

## SAN DIEGO COUNTY FREE LIBRARY

Among the factors for success of the San Diego County school system has been the active co-operation between the county board of education, county superintendent of schools, Miss Ada York and the county free librarian. Miss Eleanor Hitt, librarian, has been in charge a year. She has carried on the good work begun by Miss Jennie Herrman and continued by Mrs. Bessie Herrman-Twaddle.

In charge of the school department has been Miss Marjorie H. Kobler, who has enthusiastically developed the school work.

Eighty-two of the rural schools have become part of the library service. Of the sixty-one teacher schools in the county only two have not entered the system. The San Diego County free library specializes upon its one teacher school library service.

Marjorie H. Kobler, of the School Department, San Diego County Free Library.

A new type school building, Oceanside, Calif.

Books, up-to-date maps, charts, globes and phonograph records are available to the schools. In addition the school department furnishes clippings, illustrative material, pictures, and offers many suggestions for enrichment of school programs.

Special emphasis this last year has been laid upon the supplying of records and pictures for reference and for decorative use. Some 1369 records have been bought and 1191 pictures. In an attempt to give a better interpretation of the records on each case that is sent out is a typewritten slip by Kathryn E. Stone on music appreciation.

The interest of the teachers in the library service is evidenced by the fact that already this year 671 visits have been made to the library by teachers.

In addition to school depots the San Diego County free library has some sixty community branches.

Seashores as well as mountain country receives service. There is a branch in the Polomar Mountains and one in the Laguna Mountains, the highest range in San Diego County. On the ocean there are branches at Imperial Beach, Encinitas, Cardiff-by-the Sea and Carlsbad.

The turn-over of books in the various schools is left to the initiative of the teacher. As soon as books have been used they can be returned and new ones sent. There is no limit to time of stay or number of times new consignments can be sent each year. Books are delivered by parcel post and express. Visiting branches by Miss Hitt and Miss Kobler is done in county machines.

The circulation of books this year with three-quarters gone has already surpassed the circulation of last year.

Some 16,000 books and 4000 other pieces have gone into school circulation, some 20,000 items in all. Magazines are in active demand. The library furnishes to the public and schools 215 different magazines. Branch circulation has run up to over 200,000 so far this year.

The library has some 65,000 volumes for the carrying on of its work. Some 6000 new volumes are acquired each year.

To Miss Hitt and Miss Kobler goes a great deal of credit for the fine service rendered this year.

Escondido Grammar School—Beulah W. Howland, Principal

Administration Building, Sweetwater Union High School—Guy Hudgkins, Principal.

At National City the new Sweetwater Union High School building has just been completed at a cost of $187,000. The building was made possible by the organization of some eleven elementary school districts into a union high school district.

The construction and organization of the school in the new building has gone on under the direction of Guy Hudgkins. Mr. Hudgkins' energetic work and knowledge of high school organization has shown itself during the year he has been in charge. Mr. Hudgkins has won the support of his community and has been re-elected for a term of four years. In his work Mr. Hudgkins is ably assisted by his vice-principal, Erle J. Spafford.

The fine progress has been made possible by co-operation of the school board, consisting of R. C. Allen of Bonitta, president; Warner Edmonds and L. B. Barnes of Chula Vista; Dr. Carl S. Owen and R. E. Smith, clerk, of National City; Theo. C. Kistner, architect, and Mr. Hudgkins.

The administration building contains a fine auditorium, seating 950. The stage of the auditorium is most modern, being designed according to latest theatre requirements. This same building contains a large library room excellently adapted to its purpose.

At present there are some 450 pupils in the high school and junior high school housed in the plant. In the near future it is intended to build separate units for the junior high school.

The buildings are connected by covered arcades and have a frontage of nearly 600 feet along the highway which leads to Tia Juana.

The high school graduated 33 pupils this year. Exercises were held in the new auditorium.

The Sweetwater Union High School District now has a plant equal to any in the state for scholarship purposes, and under the direction of Mr. Hudgkins will continue to maintain excellent standards.

## SONOMA COUNTY SCHOOL DAY

By Ruth Thompson

One of the largest county school days that has ever been held in California was that staged by the Sonoma county schools at Cotati Speedway, Saturday, June 3. It is estimated that some twenty thousand persons attended the affair, the chief feature of which was the graduation of 578 eighth graders into the nine high schools of Sonoma county. State Superintendent of Schools Will C. Wood, assisted by County Superintendent Ben F. Ballard, presented the diplomas.

An elaborate program was planned by George Schultzberg, rural school supervisor, who was in charge of the events. The program consisted of the following numbers: Boy Scouts, Troops 1 and 2, of Santa Rosa, and Troop 1 of Petaluma, a demonstration of first aid work; pageant, "The Melting Pot of the Nation", presented by fifty-five schools with 2000 pupils; flower drill, by girls of the junior high school, Petaluma; May pole whirl, by seventy-five schools of Sonoma county; center of graduation, 578 graduates from 106 schools; picnic lunch, 20 booths in charge of parent-teachers' association; parade of 1000 grammar school athletics; field meet, seventy-six schools entered.

The Scouts were traffic officers and ushers for the day. The Scout officials in Sonoma county are Thomas Maclay, president of the Boy Scout Council; Max Rosenberg, vice-president; Elroy A. Thomas, county Scout executive, and J. J. Irving, assistant Scout executive.

The pageant, "The Melting Pot of the Nation", was suggestive of the children of all nations coming to America and graduating from the public schools and being transformed into American citizens. The prologue follows:

"From every foreign land, in a mighty stream they come, and still they come—children, children, children; steeped in Old World tradition, dwarfed in vision, stunted by superstition, cowed by generations of servitude—they come to America—the land of Hope.

"Through the portals of our public schools; yes, by millions they come—a mighty problem!

"Patiently, little by little, the school molds them, teaches them the meaning of America, strives to make them worthy citizens, worthy Americans—an asset instead of a liability.

"Hence this pageant—"The Melting Pot of the Nation"—meaning thereby the public school.

"Children from every land, surrender allegiance to their foreign home, together with their flag, to the Goddess of Liberty; for the last time exhibiting their foreign manners and customs they enter the public schools, there to meet and mingle with others of their generation; and all emerging at last from the public schools as Americans."

Communities and the countries they represented were:

Goddess of Liberty and her court of 48 states, Regina Brennan, of Cotati; Healdsburg, France; Hearn, South America; El Verano, Norway; Flowers, Czechoslovakia; Guilford, Indians; Manzanita and Litton, Spain; Alpine, Italy; San Luis, Poland; Olivet, Ireland; Windsor, Korea; Payran and Waugh, Switzerland; Oak Grove, Turkey; Monroe, Indians; Dunham, Egypt; Mt. Vernon, Switzerland; Llano, Belgium; City of Santa Rosa, Scotland; Forestville, Ireland; Piner, Sweden; Sonoma, Holland; Cinnabar, Denmark; Sebastopol, Russia; Cloverdale, Greece; Wilson, Spain; Rincon, France; Canfield, Italy; Eucalyptus, Bohemia; Brush, England; Hall, Mexico; Bloomfield, China; Roseland, Czechoslovakia; Eagle, Ireland; Washington, Italy; Todd, Spain; Geyserville, Hawaii; Pleasant Hill, Sweden; Felta, Mexico; Bliss, Scotland; Stony Point, Hawaii; Wallace, Italy; Occidental, Indians; Joy and Coleman Valley, Norway; Jonive, Eskimos; Guerneville and Sheridan, Gypsies; Lewis, Holland; Ray, Italy; Watmaugh, Wales; Huichica, Arabia; Strawberry, Ireland; Oriental, Arabia.

A picturesque country school house was erected for the occasion and the children entered the building and came forth again as American citizens.

An Indian trained the children for the Indian dance in the pageant, making this one of the very effective portions of the affair.

After the pageant and the Grand March of All Nations the girls of the Petaluma junior high school were seen in a flower drill. This was under the direction of Miss Emma Norgard.

It is reported that the sixty-two May poles on the Cotati grounds beat the world's record and it was a sight to be remembered to see the graceful dances executed around sixty-two beribboned pillars simultaneously. Miss Alice Koford directed the May pole whirl, following which the salute to the flag was given and "America" was sung.

Will C. Wood delivered the address of the day upon the presentation of the diplomas.

Victor N. Hodge, director of the field meet, arranged a high school relay carnival and an elementary school field meet for the program of the afternoon. The athletics were divided into events for the girls and events for the boys and again divided according to the weight of those participating and to the size of the school represented. Local institutions donated cups for those winning in the contests. Seventy-two schools entered with a total of 902 boys and girls and 1806 entries in the thirty-two events. Over forty officials were required. Seventy-five medals, fourteen pennants and three cups were awarded.

The parent-teachers' associations were in charge of twenty booths, at which food could be bought at lunch time. One of the marks of efficiency exhibited by the association was the avoidance of having to make change when purchases were made. Tickets crediting the purchaser with certain amounts could be bought before there were dealings at the booth. In this way no one had to wait for change and confusion was avoided.

Two bands furnished music for the day, one being a school band.

Sonoma county day, according to Sam Cohn, assistant state superintendent of schools, who attended the meeting, was a marked success. The co-operation between parents, teachers, school officials and the thousands of children was evidenced by the smoothness with which the affair was managed. No preliminary practice was held, though every move was carefully planned in advance.

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## WESTERN JOURNAL NOTES

"The Citizens' Relationship to the Course of Study" is the title of an article written by H. B. Wilson, superintendent of the Berkeley schools, and Ethel I. Salisbury, director of curriculum in Los Angeles, California, in the May number of The Elementary School Journal. Miss Salisbury was formerly director of kindergarten and elementary education in Berkeley and under her direction, with the co-operation of school officials, supervisors, teachers, parents, business men and women and parents, a Berkeley course of study was completed last year. This course has proven so practical, thorough and progressive that there have been demands for it from many parts of the country. It is concerning the formulation of this course the article is written and the authors have presented their methods of working in a concise manner which should be helpful to any educator.

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Those who are giving intelligence tests in the school room will be interested in the Dearborn group tests of intelligence and the manual of direction for giving and scoring. The first series is for grades from one to three, inclusive. The series is published by Dr. Walter Fenno Dearborn, professor of education, Harvard University and is the result of ten years' investigation. The detailed manual for teachers is most comprehensive and each teacher may do the work in her own class room. The books include from the first year at school through the high school. Scoring directions and permanent stencils are available. (J. B. Lippincott Company.)

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The American Legion is conducting a national essay test for boys and girls between the ages of twelve and eighteen, inclusive. All essays must be received at a place designated by the county superintendent of schools not later than midnight of August 1, 1922. From each county the winning essay is to be chosen and forwarded to national headquarters. The subject is, "How the American Legion Can Best Serve the Nation." The first prize will be $750; second, $500; third, $250. State prizes will also be awarded. Cash prizes are to be used towards scholarships in colleges designated by the winners. In conducting this contest "the American Legion is fulfilling one of its many duties, namely, the promotion of interest in patriotism among the younger generation and fostering education."

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The Greater Santa Monica Club of Santa Monica, California, where Horace M. Rebok is city superintendent of schools, carried a full page advertisement in the Los Angeles Daily Times on May 25, 1922, boosting the schools of Santa Monica, lauding the progress made in the schools and commenting on the beautiful buildings and the exceptional educational advantages offered in the beach city. The page is freely illustrated with some of the beautiful school buildings in Santa Monica, the erection of which has been one of the important enterprises of Mr. Rebok. Besides giving actual facts concerning the schools and their facilities, the article states regarding the courses in the high school: "The courses are broad enough to meet any university requirements for entrance and elastic enough to enable pupils to elect courses for other purposes."


# YEAST

## A Food for Health

Yeast is a microscopic form of plant life belonging to what is known as the fungus group. The individual yeast cells are round or oval, measuring about 3/1000 of an inch in diameter. When placed in a solution providing proper nourishment, such as certain kinds of sugar mixtures or extracts of malt, the yeast cells reproduce themselves with astonishing rapidity. This reproduction is known as budding; the walls surrounding the cell material bulges out in the shape of a bud which grows until it is nearly the size of the parent cell, the bud then separates as an independent organism which in turn starts to grow and reproduce other new cells in the same manner.

No class of micro-organisms have been more intimately associated with the development of the human race than Yeast. Microscopic examinations have revealed the presence of yeast cells in bread found with the ancient Egyptian mummies. From early Greek history we learn that Hippocrates recommended the feeding of Yeast in various cases of illness. The early Norsemen put Yeast in milk as a drink to stimulate energy and vigor. The Monks of the Middle Ages employed yeast to fight the great plagues.

To modern science, however, we owe our thanks for solving the mystery of Yeast and its wonderful food properties. These mysterious food factors found in Yeast are now known as Vitamins and we are told that without them our bodies suffer, we lose weight and become susceptible to disease; but by supplying our bodies with these precious Vitamins we can enjoy health, vigor and energy.

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Thomas R. Cole, the new Superintendent of Schools, Seattle, Wash.

Born in Edgewood, Iowa, 1881.

Educated public schools of that village.

Graduated from Upper Iowa University with degree of Ph. B. in 1902.

Spent a year taking post graduate work at De Pauw University, afterwards receiving Master's degree from Upper Iowa University.

Experience as teacher and superintendent covers variety of fields. First, principal of schools, Ridgeway, Iowa. Next, head of history department, high school, Winona, Minnesota. Superintendent of schools at Minneota, Minnesota, and at Wabasha, Minnesota. Went to St. Paul as principal of the Cleveland high school and supervising principal of three elementary schools. From this position was appointed assistant state superintendent under C. G. Schulz, who was then state superintendent. Resigned this position to accept principalship of Central high school, St. Paul. Came to Seattle fall of 1911 to accept principalship of Broadway high school. Continued in that position for five years when I accepted assistant superintendency of schools. Held this position for six years and promoted to superintendency.

Have lectured for six years during the summer session at the University of Washington on school administration.

Have done a considerable amount of institute work, and recently prepared a monograph entitled "Learning to Be a Schoolmaster."

The only explanation I have for changing positions so often is that the positions have been offered me without making applications for them.

---

Dr. Ray Lyman Wilbur, president of Stanford University, delivered one of the addresses to the students graduating from Washington State College, Pullman, Washington, on June 8.

F. J. Roseman, principal of the Gridley high school, has been re-elected to his position for a four-year term with an increase of salary of five hundred dollars a year. Roseman will spend his vacation in Europe visiting the battlefields of France, portions of Germany and Great Britain. He will also visit Oberammergau, Italy, and return by way of Canada.

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Two students of the University of Washington won scholarships to California colleges. Charles Benjamin Carpenter, Pullman, won a research fellowship at Stanford University in electrical engineering; Clarence Nash, also of Pullman, won a similar fellowship in physics at the University of California, Berkeley.

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Miss Mary F. Carpenter, head cataloguer of the library at the Washington State College, has resigned to accept the appointment as librarian at Mills College.

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The Pescadero Union high school district has been formed and will begin its session in the fall. Edwin Williman of the Piedmont high school has been made principal.

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The new $360,000 high school in Burlingame will not be complete until December, according to Roy Cloud, county superintendent of San Mateo county.

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W. L. Glasscock has secured a full corps of teachers for the San Mateo Junior College. Glasscock is principal of the high schools in San Mateo, Burlingame and the Junior College.

---

The board of education in Daly City has begun proceedings for a $180,000 high school building and grounds. The new district has just been organized.

---

Two new elementary schools in San Mateo, where George H. Hall is principal, will be ready for occupancy about the middle of October. The cost of the two buildings approximates $182,000.

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## SCHOOL BOND ISSUES IN SOUTH

Alhambra, Pasadena, Riverside and Los Angeles have recently voted in favor of large bonds for the improvement of their city school system. Alhambra's bond issue was for $745,000. Of this $125,000 will be spent in building an elementary school and $350,000 for a high school.

Pasadena voted about four to one in favor of an issue of $1,340,000. Riverside bonds to the extent of $500,000 were voted. One improvement provides $100,000 for a junior college building; the first, it is said, to be erected in the state by any city junior college district.

The school bond issue in Los Angeles amounted to $17,400,000. Four new high schools, four new junior high schools, extensive additions to twenty-five senior and junior high schools and building or making additions to ninety-seven elementary schools will constitute improvements in Los Angeles' educational system.

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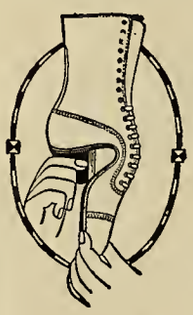

The ever-increasing ills of the foot—causing unnecessary pain and inefficiency—have attracted the attention of educational authorities and women's organizations.
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Margaret M. Campbell, of the department of mathematics of the Southern Branch of the University of California will be one of the instructors at the Teachers' College in San Francisco this summer. Miss Campbell is the author of "Suggestive Lessons in Numbering" for fifth and sixth grades and she is getting out a similar series for the seventh and eighth grades. The books will soon be off the press.

---

The Emerson school in Bakersfield, California, where Mrs. June Schley is principal, recently gave an entertainment which netted three hundred dollars. The money is to be used to send a little crippled boy to the McClain hospital in St. Louis. The school will contribute money from time to time in order to keep the child in the hospital, where it is believed he can be helped. The Emerson school children publish a school paper and will issue an annual number this month. This school, which has made a remarkable record under the leadership of its principal, consists of the sixth, seventh and eighth grades and is run by student government plan.

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Miss Mary Lowrey, teacher of geography at the Washington school in Berkeley, plans to take some university work this summer and spend a few weeks in the East.

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Miss Myrta Lisle McClellan, instructor of geography at the Southern Branch of the University of California and now with the state department preparing elementary geography material, has been holding meetings for teachers in different localities. Discussions for geography teachers have been held in Fresno, San Jose, San Francisco and other places.

---

The California Literary Society recently gave credit to John Greenleaf Whittier as author of a poem found in a scrap book and announced at the society's recital as by an unknown writer. The origin of the poem created study and investigation on the part of the society and those interested in literature, until Ella Sterling Mighels communicated with the New York Times and through that paper was informed of the origin of the lines. Many poems from scrap books have been brought to light by the California Literary Society, founded by Mrs. Mighels, but John Greenleaf Whittier's eight lines which have created favorable comment without any one knowing who wrote it, is the greatest triumph of all. The lines follow:

I am. How little more I know.
Whence came I? Whither do I go?
A centered self that feels and is,
A cry between two silences.
A shaft from Nature's quiver cast
Into the future from the past.
From the cradle to the shroud,
A meteor flight from cloud to cloud.

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Mary F. Mooney, State Director of National Education Association, San Francisco, California, has an article, "The San Francisco Grade Teachers' Association" in the June number of the Journal of the National Education Association. In speaking of the course of study she says, "Our course of study investigations carried us far. We found very sympathetic response from Topeka, Kansas. We are proud of the interest and grateful for the inspiration of Superintendent H. B. Wilson, now of Berkeley, California." In the same issue of the magazine is a picture of Mark Keppel, president of the California Teachers' Association and county superintendent of schools, Los Angeles.

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William T. Lopp, chief of the Alaska division of the Government Bureau of Education, writes that "Comrades of the Desert," by Ruth Thompson, and "Wawona," by Ella Sterling Mighels, will be used in the Eskimo and Indian schools of Alaska next year. The purpose of the former will be to instruct the children of regions other than their own, in this case the American desert. "Wawona" is the story of Indians in Alaska and includes something of habits, customs and history of tribes in the North. Of this Mr. Lopp writes: "I shall be interested to know just what these people say regarding it. Their parents and grandparents will, no doubt, be able to check up some of the statements and history described in the story." Both of these books are used in many schools in California.


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## CALIFORNIA LIBRARY ASSOCIATION AND CALIFORNIA COUNTY LIBRARIANS, HOTEL DEL CORONADO, JUNE 15 - 16.

By Harr Wagner

The Librarians' convention at Hotel Del Coronado was an event. Althea Warren, the president, certainly succeeded in arranging a program of distinctive qualities. There was unity of thought and purpose in the arrangement, and she was especially happy in her choice of speakers. It surpassed both in informational and cultural subjects any of the previous meetings which we attended. The reception on Monday evening was also of special interest. "On the Unassorted Shelves" book impersonations by Althea Warren, Eleanor Hitt and various members of the staff of the San Diego City Library and San Diego County Free Library, contained more than "fourteen points," and was rich in humor and subtle suggestions.

Mel S. Wright, the manager of Hotel Del Coronado, deserves special mention for the quality of his distinctive service. He gave the best there is, and everyone was enthusiastic in praise of the hotel and its environments. Coronado, the beautiful, with its wide halls, fine drawing room, delightful patio and wide expanse of beach and sea, is unequalled. It had a lure that was stronger than an ordinary appeal to the librarians

The central thought of the meeting was a consideration of various phases of the publishing business, or the making of books from a historical standpoint.

"Books and Book-Making in the United States" was the subject chosen by Helen E. Haines, instructor of the Los Angeles Library School, when she spoke before the California Library Association in Coronado on June 13, 1922. In delivering her lecture Miss Haines centered her theme on the publishing houses, "which are the chief sources of our present book production." She reviewed the chief general factors in the development of book-making and she then set forth in broad groups the work of representative American book-makers and the influences that fostered and strengthened our native literature in the building and growth of publishing houses. The beginnings of modern book production, according to the speaker, came between the years 1800-1850. The pre-copy-right days or "days of piracy" followed when books were copied gracelessly by other copies than the one publishing it, and sold. The 1891 copyright act determined this question and opened an era of protection and production. From 1891-1914 was designated as the period of adjustment; 1914-1918, the war period; 1918 to the present day, a period of reaction and reinvigoration. The growth of the university presses was commended. Speaking of the co-operation existing between those interested in books, Miss Haines concluded: "We are beginning to realize that libraries, publishers and booksellers alike are working for the same end; for the better knowledge and the wider use of books by the great American public. The effects of this realization are evident in the revival of book selling, so notable in the last year or two, in the organization of book trade publicity, and especially in the working out of the booksellers' year-round campaign in which libraries have shared and profited."

"Historic American Publishing Houses," by Myrtle Ruhl, head of the book order department, State Department, was an excellent paper, and showed careful research and values. George Watson Cole of the Huntington Library spoke of the Church Collection, costing over one million dollars, and the various valuable books that had already been acquired for the great library that is being gathered together from all parts of the world at Pasadena by Henry E. Huntington. Mrs. Maynard of the Jones Book Store, Los Angeles, told in an interesting manner of the influence of English writers and publishers on American publishers. Mrs. Maynard has a pleasing personality and spoke with a fine grasp of the subject.

Guy Marion spoke on Books and Book-Makers along the line of science, and in speaking of P. Blakiston's Son & Company brought out the following points:

"The Blakiston business was established in 1843, before either came into general use; before the telegraph, telephone, typewriter, etc.; before Buchanan's investigations of the coagulation of blood; before the employment of hypodermic injection for relief of pain; before the discovery of the digestive function of the pancreas; before a number of Helmholtz's important discoveries and the activities of Darwin; Pasteur; Florence Nightingale; Le Maire; Donders; Raynaud and other eminent scientists were generally known. No less than 400 important discoveries, inventions or improvements of some kind in science or medicine have been brought about in this period. Among the more recent advances may be mentioned the names of Koch; Roentgen (X-rays); D'Arsonval; Widal; Klebs; Metchnikoff; Von Pirquet; Carell, etc.

Julia Babcock, C. S. Greene, Mr. Parkinson and other librarians.

Sydney Mitchell, of the University of California Library.

Althea Warren, President of C. L. A.; Eleanor Hitt, of the County Free Library; Winifred Bigley of Merced County in the background

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Susan T. Smith, President-elect of C. L. A.; Sarah E. McCardle; State Librarian, M. J. Ferguson, Edna Holyrod and others.

"The medical dictionaries of Dr. George M. Gould are in use in every part of the world. Over half a million copies of Gould's medical dictionaries have been sold. The British Medical Journal speaks of the author as 'The Johnson of Medical Lexicography.' Lang's German-English medical dictionary and Gordon's French - English medical dictionary are also most authoritative and helpful works.

"The Blakiston's have been especially prominent as publishers in the various activities for better public health, safety and education. The textbooks of first aid prepared and used by the American Red Cross have been published and distributed by them. Needless to say, many hundred thousands of these have been distributed throughout the world. They are the publishers of the United States Pharmacopoeia; the works of Rear Admiral Stitt, Surgeon General of the U. S. Navy, and not a few other books which have had a part in the education of our government physicians and public medical officials."

George Watson Cole of the Henry E. Huntington Library

Lillian Foster, head of the book section of Bullock's Department Store in Los Angeles, delivered one of the interesting addresses at the California Library Association held in Coronado the week of June 12. "Recent Types and Tendencies in Books As Illustrated by the Publications of Our Young Publishing Houses", was Miss Foster's subject. Miss Foster placed emphasis upon the fact that "now, more than at any other time, books are being read for entertainment; they vie in attractiveness with various forms of recreation," she declared, "and it is quite common to hear people say when a form of amusement ment is suggested, 'Oh, but I would much rather stay at home and read.'"

Regarding this statement she continued: "This much to be desired attitude is due to several causes; among them we must acknowledge a debt to the publishers who have kept abreast of the times and who have known both what the people want in the reading line and how to cast it into attractive form. Let us not be too impatient if the books of the hour fall below our standard. The great thing is to get people to enjoy books. We can trust a growing appetite to lead them to greener pastures."

The problems that have to be met by those engaged in selling books to the public were humorously discussed by Miss Foster, but her points carried conviction and separated the duties of those in book stores and those who deal with the public in libraries with precision. The books in libraries, Miss Foster pointed out, are those the people wish to read themselves, but books are usually bought as gifts for others. "The inference is plain," Miss Foster said, "that we borrow our own reading matter while we buy books for each others' homes. Rather an absurd arrangement, isn't it? But if everybody is buying books for somebody and somebody returns the compliment, why, then, of course, the problem of distribution is met."

The story - telling by Wilhelmina Harper of Kern County Library and Mrs. Ritz Freeman Reardon of San Diego and Sadie Hoffman of Los Angeles were espe-

Stella Huntington of Santa Clara, Maud Middleton of Glenn, and others.

cially entertaining. The address of Blanche Galloway of Kern County on Overseas with A. L. A. had many good points, and in spite of her subject she "got across" with it. Anne Mulheron of the Public Library of Portland, Oregon, gave the association some fine points on publicity of libraries.

The business session was not exciting. It resulted in the election of Susan T. Smith of the Sacramento City Library for president. Miss Smith is original, spicy and talented. The members may expect for next year a fine program with just enough jazz to make it unusual.

The California County Librarians held sessions Thursday and Friday. Miss Silverthorn, Miss Barmby, Mrs. Thomas Beeman, Miss Holyrod and Alice Whitbeck were on the program for a discussion of "Custodians."

Mrs. May Dexter Henshell, who is the real active agency behind our great county library system and who pioneered the idea to its present high standard of service, spoke on "Library Funds." Eleanor Kyle, Ida Reagan and Sarah E. McCardle spoke on "Something New—The School Question." Dorothy Worden of Colusa and Edna Hewitt of Sutter spoke on "Publicity." Miss Margaret Livingston of Orange County gave an entertaining and clever talk on "Our Youngest County Library." Miss Duff of Plumas and Miss Flower of Tulare spoke on "Temporary Branches—One on State Highways, the Other in the Giant Forest." Miss Clara B. Dills of Solano, who has just returned from the Orient, gave a very unique "talk in costume"—five of them—on her experiences in Japan and China, with side remarks about Shriners, etc. Miss Dill was not only clever, she was witty, risque and delighted both the men and women by her adroitness of speech and the rapid changes of clothes. Everyone said of her Mandarin coats:

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"How lovely." Miss Provines and Mrs. Greenwood spoke on "Mechanical Music," and Miss Winifred Bigley of Merced on "Some New Developments in the Use of Films." The State Librarian, M. J. Ferguson, then made some official announcements, and the session ended.

It was a great meeting and thoroughly enjoyed. Miss Warren, Miss Hitt and the San Diego City and County Library assistants deserve thanks for the excellent manner in which they entertained the convention.

The book representatives who were there, including Harry Linscott, L. E. Armstrong, W. McCulp, C. S. Scott and Miss Willis, entered into the spirit of the occasion and helped in the social activities of the week. And in view of the fact that one of the foremost speakers of the meeting said: "If it were not for the publishers, there would be no books, and if it were not for books there would be no job for librarians." the book people felt quite at home, which is saying considerable, for many of the librarians are shy, others are so cordial that you feel that you came from the same home town and drank out of the same gourd, while others act like they thought you were trying to get an order for "The World Book of Knowledge" or a subscription for "The Bible Looking Class."

Mr. Kendall, the man who runs a library, with less overhead expense than anyone in the state, and Ida Regan, the efficient county librarian, talked so well of Eureka and its environment, the new hotel, etc., that it is possible the next meeting will be held in that wonderful section of California.

## NEW BOOKS FOR SCHOOLS

No western publishing house has ever before offered to schools and libraries such a fine collection of new books as the Harr Wagner Publishing Company. Margaret Campbell, of the University of California, Southern Branch, is the author of Suggestive Lessons in Numbering—the most progressive series ever offered. E. P. Clarke, president State Board of Education, is the author of a critically edited edition of "Six Orations of Paul"; Harold F. Hughes of Fresno, of "Legendary Heroes of Ireland"; Katherine Chandler is author of "As California Wild Flowers Grow"; Ruth Thompson is author of a delightful book for third grade, "Type Stories of the World for Little Folk"; Harr Wagner and Mark Keppel, of "Lessons in California History", ready August 1st; Dr. H. W. Fairbanks, of "California School Atlas", ready September 1; J. Dean Simpkins, of "Ants and Their Garden Friends", ready July 15.

These are all new and have material in them that is not offered to the schools and libraries in any other serviceable form.

David Starr Jordan pays a fine tribute to "Interesting Neighbors," by Dr. O. P. Jenkins (Harr Wagner Publishing Co.):

"In 'Interesting Neighbors' Dr. Jenkins has given a model of what 'Nature Studies' for children should be. Taking familiar animals, mostly insects, and various familiar flowers, he leads the reader along to the observations and interpretation of phenomena that ought to be familiar. Anywhere and everywhere he finds unexpected adaptations and relations of cause and effect.

"The Magic House is the oak-gall, which sacrifices a leaf to make a safe home for the babies of the gall-fly, secure from depredations of the fly-catcher, the tree frog and predatory insects. Many other insects are treated in similar fashion, their life histories accurately described and in such fashion that children of any age will be interested, and those not case-hardened will be eager to verify. And to induce them to do this is the purpose of this charming book, which will not suffer in comparison with the works of Fabre. Atkinson's illustrations are admirable."—In Review, June 22, 1922.

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## PARTIAL LIST OF SCHOOLS ERECTED, TO BE ERECTED, AND APPROPRIATIONS VOTED FOR SCHOOL PURPOSES.

The new Oxnard school ($240,000) has certain unusual conveniences: a 14-acre site with bleachers and track; gymnasium with individual lockers, and a motion picture projection room.

The building program for Riverside includes provision for the joint accommodation of boys and girls in the same building.

Groups of high school buildings at Reedley: administration building, science building, household arts building, physical training building, mechanical arts building, and a cafeteria—$450,000.

In Los Angeles, in addition to the $9,000,000 voted two years ago, there is a call for $17,000,000 for needed buildings and sites.

A new high school to be erected at Burlington—$330,000.

At Taft, in addition to $380,000 voted a year ago, a new issue has been ordered for $300,000.

Escalon occupies a new high school building—$100,000—and has on the way a technical building, the work to be done by students.

Stockton will add an $80,000 auditorium to its high school group of buildings.

A Rio Vista grammar school, erected but four years ago, costing originally $40,000, has, by increase in attendance, become inadequate, and either another building will be added, or a considerable addition made in the present one.

As a part of its comprehensive school building plan, Oakland contemplates a million dollar Theodore Roosevelt high school.

Five school districts in Fresno—$389,000.

Berkeley high school gymnasium—$140,000.

Lewis school district, Sonoma county, $25,000 for a modern rural school building.

Richmond junior high school building, including class rooms, auditorium and gymnasium—$250,000.

Oxnard high school group—$240,000.

Riverside elementary school building and junior college—$500,000.

Willows union grammar school—$100,000.

Corona, new high school—$150,000.

Orange, an elementary structure—$60,000.

Chico has just gone into a new high school costing $770,000.

San Pedro grammar school building—$130,000.

Glendale, a union high school—$85,000.

Bakersfield high school—$225,000—also science building.

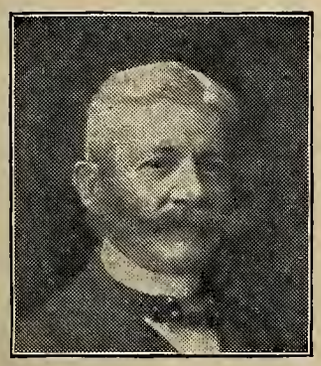
Chaffee Union High School additions—$30,000.

Porterville new grammar school buildings—$298,00.

Tulare high school extension—$150,000.

Waukena, a grammar school—$38,000.

Pasadena school buildings, playgrounds and sites—$436,000.



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### COMPTON'S PICTURED ENCYCLOPEDIA

These books are a series of eight volumes of interesting and valuable material unusually well illustrated. The aim of the work is explained by Dean Ford, head of the graduate school of the University of Minnesota and editor-in-chief of the encyclopedia, is "an encyclopedic alphabetically arranged survey of the whole field of knowledge, presented with such freshness, vividness and alluringness, and embellished with such a wealth of illustrations, that it should be just as readable as a story book, without anywhere sacrificing scholarly completeness or accuracy." The compilers of the volume have lived up to the aim and produced a thoroughly enjoyable mass of material which is as fascinating as a series of stories could be. The clothing of the most ordinary facts with interest and the thousands of pictures makes the seeking of knowledge a true pleasure even to those who find study arduous. These volumes embody the latest in educational thought. Specialists have contributed to the articles which concern their particular studies; artists have chosen the most appropriate and the best for illustrations. Information is arranged in the seven volumes in alphabetical order and another index provides for guides to stories of particular interest such as: Tales for the Story Hour, Little Talks on Great Things, High Lights in History's Pageant, Some Famous Men and Women, Travel-Views of Lands Across the Seas, Guide-Posts to Literature, Art and Music, and other features. Volume 8 is still in preparation and will contain a foot-index, graded study-outlines and problem-projects. Large but not cumbersome in size, the books present a good appearance. The type is large, clean-cut and easy to read. The paper is without glare. One may turn to Compton's Pictured Encyclopedias and derive interest, inspiration and knowledge. (F. E. Compton & Company, Chicago.)

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At a recent meeting of representatives of the several high schools in Los Angeles it was voted to make a survey of the high school seniors this year. The purposes of the survey are:

1. To determine the intellectual level of seniors — which do we eliminate before graduation, the bright or the dull?
2. To determine educational preparation for life.
3. To determine college intention.
4. To determine holding power of our high schools.
5. To determine school success as indicated by teachers' marks.
6. To determine relation between intelligence and school progress.
7. To determine relation between intelligence and vocational choice.
8. To determine relation between intelligence and type of high school course taken.

To secure data on these eight points the following materials will be used:

1. Miller Mental Ability Test.
2. Thorndike-McCall Reading Scale.
3. Senior Survey Form I—a blank form to be filled out by all high school seniors.
4. Average grade earned by each pupil during the last two years of his course.

PROFESSIONAL PLACEMENT
PROGRESSIVE TEACHERS

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TO SCHOOL OFFICIALS

**The J. M. Hahn Teacher's Agency**

This is to announce that I am severing my connection with the Fisk Teachers Agency and establishing an agency under my own name. If this meant merely "another teachers' agency" in an already overcrowded field, small excuse could be offered; but it is my ambition to organize and conduct the very best agency on the Coast, with the greatest efficiency and the highest professional standards.

I have also associated with myself in the new agency, MISS BLANCHE TUCKER, who has for several years been in charge of the Grammar School Department of the Fisk Agency. Her efficient and discriminating service has made her favorably known to a large number of teachers and school officials.

Any opportunity that school officials may afford us to justify the new venture, will be appreciated. Prompt attention and careful service are guaranteed.

You are cordially invited to call at our office.

***Registration invited.***

**J. M. HAHN**
**BLANCHE TUCKER**
Managers

Respectfully,

**J. M. HAHN,**
**2161 Shattuck Ave., Rooms 35-38**
**Berkeley, Calif.**

This information is to be recorded on Senior Survey Form 1 after the pupil has handed it in.

5. The number of pupils in present graduation class—the number in the same class as juniors, the number in the class as sophomores, and the number in the class as freshmen four years ago.

Several of the high schools will test their September entrants as to mental ability.

---

Paul S. Wood, formerly a professor of English at the University of Southern California, has been awarded a fellowship by Harvard University providing for a year of study and travel in Europe, according to information today from Cambridge.

---

## THE ATLANTIC BOOK OF MODERN PLAYS

**Edited by Stirling Andrus Leonard**

This most excellent collection of fifteen one-act plays offers to high schools and little theatres a much looked for "something new." Some of these plays have not been available before and they are all not only well worth reading or producing, but also producable from a practical standpoint.

In "The Knave of Hearts," by Louise Saunders; "Lonesome-Like," by Harold Brighthouse, and "The Philosopher of Butterbiggins," by Harold Chapin, the editor selected really delightful novelties. Galsworthy's "The Sun," hardly even a playlet, is nevertheless a gem. Almost half the plays are on historical or patriotic subjects, and there are three in blank verse. Of the latter Gordon Bottomly's "The Riding to Lithend," from an Icelandic saga, is masterfully handled. His introduction of the supernatural in the three witches adds a remarkable touch to the age-old story.

An interesting comment on each of the plays in the volume is included by the editor. They are most interesting and practical, and will spare producers much research. The book also contains an annotated bibliography of over two hundred plays; nearly all of them are of one-act.

---

Superintendent Chas. Emory Barber of Alhambra city schools is in the midst of a bond campaign for $475,000. The election takes place June 6. $350,000 is for high school and $125,000 for elementary schools.

The high school money will be expended for a new central unit with a frontage of 305 feet. Two wings will be constructed first, then the school will move into these, and the present main building will be wrecked and the middle unit, which includes the auditorium of about 2500 capacity, will be erected.

The present enrollment of the high school is 866, which is 100 per cent greater than it was two years ago. In addition to this main unit there are six other buildings on the campus. The main unit will bring the plant up to 1200 capacity.

The Alhambra schools cater to a population of around 16,000 with an assessed valuation of some sixteen millions.

The prospects are that the bonds will be carried by a good majority.

---

Earl E. Hitchcock, principal of the Cornwell school, Los Angeles, has charge of some 860 children and thirty teachers. A new building is nearing completion. At present seventeen half-day sessions are run. Even with the new building they will not be able to eliminate all half-day sessions, as the school is increasing rapidly in numbers. Mr. Hitchcock is one of the editors that is making the Los Angeles School Journal a success.

---

Dean S. Richmond, principal of the East Whittier school, has been elected to succeed H. F. Willebrandt as principal of the Brawley grammar school. Miss Evelyn G. Flowers, principal of the Hudson school, Puente, will succeed Mr. Richmond at East Whittier.

---

State Teachers' College (S. F.), new building—$1,000,000.

Lodi high school—$250,000; grammar school—$90,000.

Santa Monica, new schools—$600,000.

A school district in Imperial county, near El Centro, recently voted 72 to 11, after a six-year effort, to issue $30,000 of bonds for a school building. The achievement is quite notable, as the endorsement of larger places for hundreds of thousands.

Santa Monica voted $600,000 for new schools.

---

Miss Nettie L. Griswold of Delano, member of the Kern county board of education, and her sister, Miss Lyda M. Griswold, will attend the summer session at San Jose.

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L. E. Chenoweth, superintendent of Kern county schools, is a candidate for reelection, and so far has no opponent.

---

Chas. E. Teach, superintendent of Bakersfield schools, is busy this summer attending to the building of new schools.

---

## MARK TWAIN AND THE BIBLE

Mark Twain visited Europe and Palestine. His experiences are detailed in "The Innocents Abroad." Describing his visit to one traditional Joseph's Pit or Well, he wrote (page 269). "It is hard to make a choice of the most beautiful passage in a book which is so gemmed with beautiful passages as the Bible; but it is certain that not many things within its lids may take rank above the exquisite story of Joseph. Who taught those ancient writers their simplicity of language, their felicity of expression, their pathos, and, above all, their faculty of sinking themselves entirely out of sight of the reader, and making the narrative stand out alone and seem to tell itself? Shakespeare is always present when one reads his book; Macaulay is present when we follow the march of his stately sentences; but the Old Testament writers are hidden from view. If the pit I have been speaking of is the right one, a scene transpired there, long years ago, which is familiar to us all in pictures."

Page 298: "Every day now old Scriptural phrases that never possessed any significance for me before take to themselves a meaning."

**School Bibles for 2s. 6d.**—A complete Bible, price 2s. 6d., can be procured from the local agency of the British and Foreign Bible Society.

---


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## S. C. SUMMER SESSION ENROLLMENT AT 1200

With an estimated attendance of 1200, the seventeenth annual summer session of the University of Southern California will open Saturday, July 1, and close Saturday August 12. The administration offers larger opportunities this summer for both graduate and undergraduate work, with special attention to teachers' work.

There will be two entirely new courses offered this summer. A course in "Teaching of Citizenship" will be given by Rogers and Cummins. This subject will be required for junior and senior high school certificates in the future. The second new course is "History Seminar—Administration of Woodrow Wilson." Professor Lowrey will conduct the course at three o'clock in the afternoon.

Besides the new courses there will be classes in the regular courses in Agriculture, Art, Biology, Chemistry, Commerce and Economics, Drawing, Education, Engineering, English, Geography and Geology, History, Philosophy, Physical Education, Languages.

---

K. F. Clemens, principal of the Wasco grammar school and president of the Kern county board of education, has a fine plant at Wasco. The central building, of twelve rooms and large auditorium, has been occupied for two terms. This last year a separate domestic art building has been erected at a cost of $17,000. One part of this unit is that of a modern home, which will be finished in simple and tasteful fashion.

---

E. P. Clarke, president of the State Board of Education, gave the commencement address on May 26 for the high school and junior college at Phoenix, Arizona. His theme was: "Where Do We Go From Here?" President Clarke has just completed editing "Six Orations of Paul," published by Harr Wagner Publishing Co.

## CHANGES IN HIGH SCHOOL PRINCIPALSHIPS

| Place | New Principal |
|---|---|
| St. Helena | Roy T. Nichols |
| Ceres | H. W. Dahleen |
| Gustine | Amos E. Clark |
| Kerman | W. A. Otto (from Fowler) |
| Auberry (new high school) | |
| Central High School, Fresno County (new high school) | |
| Ripon | B. R. Brown |
| Tracy | H. O. Williams (from Virginia City). |
| Manteca | Mr. Linn |
| Roseville | E. W. Locher |
| College City | R. E. Learned (from Los Molinos) |
| Pleasanton (new high school) | R. O. Moyer (from Centerville). |

E. W. Blackman has accepted a position as supervisor in Mendocino County under County Superintendent Roy Good.

---

S. F. CHAMBER OF COMMERCE
Merchants Exchange Building
June 10th, 1922.

Mr. Frederick A. Rice,
20 Second Street,
San Francisco, Calif.
Dear Mr. Rice:

It is with the greatest of satisfaction that I have reviewed the "Pupil's Workbook in the Geography of California", of which you are the author. Nothing is more desirable than accurate information regarding the various features of our State. This subject has engaged my attention over a period of years, particularly in my duties as vice-president and manager of the California Development Board. In my opinion the development of this State can best be accomplished by the use of intelligent information which will attract the proper type of home-seekers and investors.

The arrangement of all of this information in form for use in schools is most gratifying and every school and pupil in the State should have the benefit of this information. Commercial organizations and boards of education could not do a better service for their respective localities than making this book available to every school in their county.

If the children of the State studied your book and interested their parents in the subject it would be equal to millions of dollars worth of advertising to the State.

Yours very truly,
ROBERT NEWTON LYNCH,
Vice-President and Manager.


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California Polytechnic School, San Luis Obispo, California.

## AN INFORMAL MESSAGE REGARDING THE CALIFORNIA POLYTECHNIC SCHOOL

(Broadcasted from the Los Angeles Times' Broadcasting Station)

This is the time of the year when many boys, and many fathers and mothers, too, are doing some hard thinking about plans for the future.

How many boys are thinking about the jobs they would like to have?

What boy wouldn't like to know whether he is going to have a 3000, 5000 or 10,000 dollar-a-year job by the time he is 30 or 40 years old?

Is it possible to tell a boy what he will be earning by that time?

Do you know that a boy won a fortune by learning to milk a cow?

Do you know that another boy won a fortune by learning to repair a gas engine?

The first boy became a millionaire stockman and the second one became a millionaire manufacturer; and they were both considered ordinary boys, too.

From a cow barn and a garage to a millionaire's home is quite an achievement in a life time: yet these boys did it.

And how did they do it?

The answer is very simple.

They did it by getting the right start and the right training for the work they liked best and were best fitted by nature to do.

And mind you, they didn't have the opportunity either of going to a school where they could find out with the help of trained teachers just what they were best fitted to do and get all the training they needed for that work, without paying a cent for it.

Do you know that there is such a school in California?

Well, there is a school in California where a boy can try himself out and find out for himself just what he likes best and can best do, and then get all the training he needs, at state expense.

All he has to do is to pay for his board, lodging and books: and that averages only forty dollars a month.

The school is part of the public school system of the state. It is known as the California Polytechnic School and is located at San Luis Obispo.

The school grounds and farm comprise nearly one thousand acres. There is a real farm of 450 acres with modern machinery, fine cattle, hogs, sheep, poultry and horses, representing different breeds.

There is a real dairy, a creamery, nurseries and orchards.

The school has its own power plant and five different shops — carpentry, machine, forge, auto and electrical.

The school is intended primarily to give vocational training which will prepare students for specific vocations.

What the State University is to the boy or girl who wants professional training the California Polytechnic School is to the boy or girl who wants training in agriculture, the mechanical arts or the household arts.

Governor Stephens says: "The California Polytechnic School was established to give vocational training to the boys and girls of the state for the vocations they best fit.

"The parents of California," the Governor says, "ought to know more about the training facilities of the California Polytechnic School."

And Mr. Will C. Wood, the State Director of Education, says: "I believe in the California Polytechnic School. It has fine facilities for the education of boys and girls who want practical vocational and academic training." He says, also: "If parents knew its advantages the enrollment would be over a thousand students."

Any boy fifteen years of age or over with the mental capacity to do the work offered by the school will be admitted. Any boy fifteen years of age who is not a graduate of the elementary school must pass a mental test before the school will accept him.

It is estimated that it will cost a student about four hundred dollars a year to attend the California Polytechnic School. This estimate includes board at the school dining hall on the campus, laundry and a room in the dormitory.

Every boy, of course, wants to be successful in the vocation for which he is by nature best fitted.

Any boy would rather be a successful mechanic or farmer enjoying his work than a failure or a near-failure as a doctor or a lawyer finding his work a grind rather than a joy.

The boy's most critical period of his life are the years between 15 and 20. Few boys during that period are sure of what they want to do. If a boy, therefore, can go to a school where he can find out by actual trial and performance with the instruction and guidance of good teachers and good

A vista of the campus.

Stallion, Polytechnic School, San Luis Obispo, California


# "On Your Vacation"

Wear a pair of *real* "Ground Gripper Shoes." They are the original straight inside line, flexible shank, muscle developing, back to nature shoes.

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counsellors what work he likes best, it's pretty safe to conclude that he will not go very far astray from the work for which he is best fitted by nature.

And that is what the California Polytechnic School is intended to do for the boy or the girl who wants vocational training for a specific vocation.

The right choice of vocation involves the following:

I. A knowledge of the requirements of the vocation.

II. A knowledge of the student's mental level.

III. A knowledge of occupational levels.

IV. A knowledge of the conditions under which the vocations must be pursued.

V. A knowledge of the personal characteristics essential for success in the various vocations.

VI. A knowledge of the physical characteristics essential for success in the various vocations.

VII. Personal interviews with students by the vocational counsellors.

VIII. Self-appraisal by the students under the guidance of vocational counsellors.

The course offered by the California Polytechnic School are intended to provide a basis for vocational guidance, to develop craft skill, a knowledge of the importance of keeping physically fit, of being morally straight, and of being an intelligent citizen.

The student, therefore, who successfully completes any course ought to be able to discharge the responsibilities of life, which may be summed up as follows:

The responsibility of earning a living.

The responsibility of keeping physically fit.

The responsibility of being morally straight.

The responsibility of being an intelligent citizen.

If you want more detailed information write to the California Polytechnic School at San Luis Obispo; and remember that what the State University is to the boy or the girl who wants professional training the California Polytechnic School is to the boy or girl who wants training in agriculture, the mechanical arts or the household arts.

---

### EDUCATORS OPPOSED TO HIGH HEELS

The imprint of a human foot is most peculiar: only the heel, ball and outer border touch the earth, while the hollow of the foot, the part upon which the greatest weight rests, does not touch the earth at all. Here lies the great elasticity of this wonderful mechanism.

Now in passing a line through the center of the heel it passes out through the great toe. This is called "Meyer's line," and on studying the footprints of an Arab, who has never worn shoes, and of a normal infant, we find the axis of the foot identical in both. The body rests, then, upon the ball and heel of each foot.

Our erect posture has broadened the hips. Especially is this the case in women, in whom the pelvis is much broader than in males, because of the higher office it performs. When standing, the legs are properly placed in their sockets at the hip joints, and the body rests correctly upon the balls and heels of the feet; its gravity, its equilibrium, its balance or poise is then perfect. In walking the ball of the foot touches the earth first, the heel scarcely at all; as the body is raised, its entire weight falls and is sustained by the toes.

**The Important Part Played by the Toes**

Civilized beings scarcely know how important a part is played by the toes. "The small toes have two joints, while the great toe has only one. The great toe is most important of all, and is the strongest and the largest. When we raise the foot from the ground to bring it forward, we raise the heel and let the weight fall on the great toe. In raising this in its turn from the ground, we are thrown forward, still pressing the ground with the end of the great toe. To execute this movement, the great toe must be placed in the shoe in such a position that it can stretch itself out directly forward, for in its normal condition it is found on the prolongation of the longitudinal axis of the first (metatarsus) great toe joint." So writes a medical observer.

Shoes that are narrow bind the foot bones and muscles and prevent free foot action. Shoes that are exaggeratedly narrow, crumple the toes upon themselves, compress the soles into folds and utterly put out of commission the great "plantar fastia," which runs from the heel along the entire sole of the foot where it sends little elongations to each toe. It is a powerful ligament, holding the beautiful arch in position.

When, in addition to this, the heels are placed on slender stilts two or three inches high, the entire foot is furthermore pushed forward into the shoe; the center of gravity is entirely lost; the body is tilted forward at a false angle; the delicately poised pelvic organs, especially the uterus, are thrown forward; and anteflexion results.

In order that the body may maintain its equilibrium, great muscular effort is now employed. The muscles of the calves are strained; the lower portion of the spine is rigidly held forward; the whole pelvis is indeed shoved forward to get in the new false line which falls through the heels and not through the balls of the feet. An ugly hollow is thereby created in the spine, and when this goes on, as it does in some girls, the distressing spinal deformity known as "lordosis" is gradually developed. Other spinal deformities may ensue, but "lordosis" is most common.

High heels are not alone a great menace to the health and integrity of the female pelvic organs, but a great hindrance to walking correctly; and so their wearers are deprived of much of the joy in life, not to speak of ease and grace of motion. The fatigue in walking is frequently so pronounced that many women walk very little or not at all.

"Ground Gripper Shoes" never have and never will be made with high heels.

---

### SATIS EST

I write no poem men's hearts to thrill,
No song I sing to lift men's souls,
To battle's front no soldiers lead,
In hall of state I boast no skill,
I just teach school,

I just teach school; but poet's thrill,
And singer's joy and soldier's fire
And statesman's power, all, are mine!
For in this little group where still
I just teach school,

Are poets, soldiers, statesmen, all!
I see them in the speaking eye,
In face aglow with purpose strong,
In straightened bodies, tense and tall,
While I teach school.

And they, uplifted gaze intent
On cherished heights they soon shall reach,
And mine the hand that led them on!
And I inspired! Therefore, content,
I still teach school.

—E. S. Gibson, Kansas State Normal School

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W. G. PADEN

The tentative course of geography just issued by the State Board of Education recommends an intensive study of California geography in the eighth grade. Teachers following this course will find the Pupil's Workbook in the Geography of California invaluable in the hands of their pupils. This manual sells for forty cents list price.

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# SUMMER SESSION

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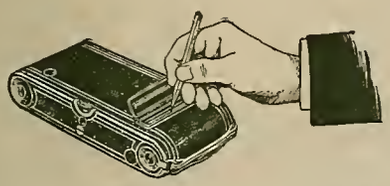

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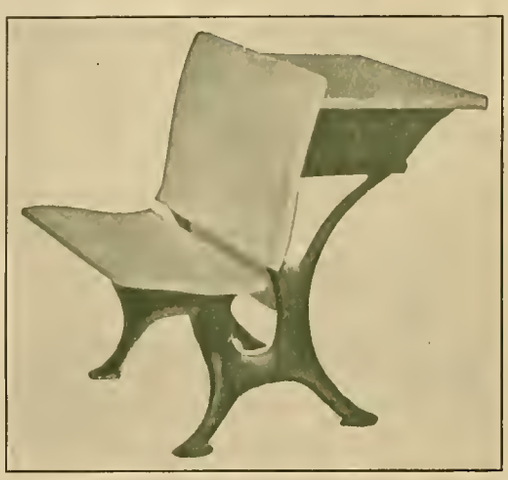

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VOL. XXVIII, No. 7 SAN FRANCISCO, JULY, 1922 Price 15 Cents

MEETINGS

Bay Section the California Teachers' Association; Elizabeth Arlett, President, Oakland, Cal.; F. H. Boren, Secretary, Oakland, Cal.

Northern California Teachers' Association; Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association; Robt. Teall, Madera, President.

Southern California Teachers' Association. George C. Bush, President, Pasadena; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. Mark Keppel, Los Angeles, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth B. Phillips, Porterville.

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## THE N. E. A. FOR 1923 WILL COME TO CALIFORNIA

The Meetings Will Be Held in the Bay Region—Superintendent Fred M. Hunter of Oakland Makes Statement

The coming of the 1923 meeting of the National Education Association to this city is of great importance. Chief among the reasons for the selection made by the board of directors was the record of California and of the cities of the Bay Region in their attitude toward the advancement of the interests of public education. The support accorded to the public schools of California through the recent amendment to the constitution and the program of public school development in this city and other cities of California led the National Education Association—the most important educational organization in the world and now the largest in the world, having surpassed the Education Association of Great Britain within the last few months in total membership—to come West for its next meeting. Moreover, the characteristic California hospitality with which the city government, the schools, the women's clubs, the parent-teachers' associations, and civic clubs extended their welcome to the representatives of the teachers of the country was decidedly impressive. Accordingly, the board of directors of the association preferred to come to a community where education is accorded first rank and liberally supported rather than to select cities where reactionary steps have been taken in the treatment of schools and teachers. Some of the cities competing for the convention had taken such backward steps during recent months.

The importance of the 1923 meeting can be understood since it has been officially announced by the association that a world conference in education is to be held in connection with the 1923 convention. The meeting just closed was especially important because it completed the re-organization of this large association by finally and fully placing it upon a representative or democratic basis. Having set its own house in order, the association now looks forward to the promotion of a world peace movement through education. It proposes to bring together representatives from the educational systems of all nations.

The preliminary steps toward this were taken at the Boston meeting. The president of the National Association of Great Britain addressed the convention. Representatives from Chile and Lithuania were also present and spoke. The N. E. A. has a special committee in charge of this part of its program and expects to invite representatives from all civilized nations to confer at the time of the annual meeting. I believe no more important step was taken at the Boston convention than this preliminary work looking toward a union of the educational forces of the nations of the world. It was confidently predicted that the international program for the reduction of our armaments would be greatly furthered by the co-operation of the educational organiations in all countries. Dr. Frederick J. Libby, secretary of the recent armament limitation conference at Washington, in a ringing speech outlined the program.

I believe it is not unduly optimistic to predict that the Oakland meeting will be an epoch-making event. The people of Oakland, San Francisco and the Bay Region will, I know, extend every hospitality to the representatives of the National Education Association. The coming of these delegates representing teachers' organizations aggregating more than four hundred thousand in total membership, together with thousands of active members who are not delegates, will be a stimulus to California's own efforts. Great good, I believe, will be the outcome locally, nationally and even internationally.

July 15, 1922.

## ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JUNE 26-JULY 3, 1922

The State Board of Education met in regular quarterly session in Sacramento, June 26, 1922.

The application of Occidental College, Los Angeles, for accreditation for high school certification was granted.

Letters having been received charging Ray E. Chase, formerly a teacher of Manual Arts High School, Los Angeles, with immoral conduct, the Board adopted the following resolutions:

Whereas, Ray E. Chase, the holder of a State Board teachers' credential of high school grade, has been charged with immoral conduct,

Resolved, That the State Board of Education notify said Ray E. Chase of its intention to remand the case for hearing to the County Board of Education of Los Angeles County, in which said Ray E. Chase has last taught and, and that the secretary of this Board be requested to notify Superintendent Mark Keppel of the County Board of Education of Los Angeles County of the action of this Board with the request that said Board conduct a hearing on said charges in the manner prescribed by law and report to the State Board of Education before the next meeting of the Board, together with a definite recommendation concerning the revocation or suspension of such teacher's credential as provided in Section 1519a of the Political Code.

Complaint was made to the Board by Gay W. Felton, formerly a teacher in the Manual Arts High School, Los Angeles, and the holder of a State Board high school credential, who criticised the action of the State Board of Education in barring the distribution of the pamphlet, "America Is Calling", from the schools. The executive secretary was instructed to inform Mr. Felton that in barring the pamphlet, "America Is Calling", from the schools the action of the Board was directed not at the "patriotism" of the pamphlet but at its "partisanship".

Miss Dagmar Knudsen, a teacher in the schools of San Francisco, presented a petition to the Board signed by prominent business men and educators of the Bay region, requesting that German be reinstated in the secondary schools this fall. The Board informed Miss Knudsen that the request to have German reinstated in the schools would have to come from the people; however, the Board decided to take the matter up at the coming convention of city and county superintendents.

The following resolutions were adopted:

Whereas, it appears from the report of the Commissioner of Secondary Schools that a wide variation exists in the high

schools of the State as to standards in housing, in library, laboratory and other equipment, in sanitary and hygienic conditions, in playground space per pupil, in number of pupils per teacher, in standards of achievement, and in many other respects, and

Whereas, since admission to the State Teachers' Colleges is upon recommendation of the principal of accredited secondary schools, the present State University accredited list does not and cannot justly be expected to consider the records of students in said State Teachers' Colleges nor in other institutions of the State of collegiate grade, therefore be it

Resolved, by the State Board of Education, That the Commissioner of Secondary Schools be instructed to prepare a set of standards for the classification of the secondary schools of the State and for the accreditation of approved high schools whose recommended graduates may be accepted by the State Teachers' Colleges without examination.

---

Whereas, it has been reported to this Board that in many of the high schools of the State the so-called anti-fraternity high school law is being openly violated because of non-enforcement by local high school boards, and

Whereas, the high school principals of the State for the past two years have in their annual conventions called upon the fraternities located in the higher institutions of learning in the State to assist in enforcing the law by debarring from membership in the college organizations all violators of the said law, and

Whereas, a number of other questions of articulation between the secondary schools of the State and the institutions of collegiate grade have arisen (e. g., differing requirements for the junior certificate, a matter of serious concern for the junior colleges of the State), therefore be it

Resolved, by the State Board of Education, That the presidents of all degree-granting universities and colleges of the State in which fraternities exist be invited to meet immediately following the State superintendents' convention in conference for the purpose of solving problems of mutual concern.

---

Resolved, by the State Board of Education, That the Commissioner of Secondary Schools be authorized to issue a circular letter to high school principals urging the adoption of general requirements by the school authorities permitting students to wear the school emblem, such requirements to be similar to those of Speyer School in New York City, in which a total of not less than 280 points must have been received—70 points in physical, 70 points in social, 70 points in moral and 70 points in mental standards.

---

The executive secretary was authorized to advertise for bids for textbooks in geography for the elementary schools, said bids to be filed with the State Board of Education on or before January 13, 1923.

The executive secretary was authorized to advertise for bids for language books for the elementary schools, said bids to be filed with the State Board of Education on or before January 13, 1923.

In accordance with the recommendation of the Commissioner of Elementary Schools, the next group of subjects to be taken up in the preparation of a suggested course of study is the Social Science group. The matter of plans for this work was referred to the Cabinet for future report.

The Board voted to make an educational exhibit at the State Fair and the president and the executive secretary were delegated to complete the arrangements.

In accordance with the recommendations of the Commissioner of Vocational Education, the amended form of Bulletin 23 was approved.

Applications were received from the State Teachers' Colleges at Arcata, Chico, Fresno, San Diego, San Francisco, San Jose and Santa Barbara for the degree-granting privilege. The applications were referred to the Cabinet for investigation and report.

Mr. Glenn H. Woods was directed to prepare an outline of a course of study in music, to be published in the form of a bulletin for distribution to city and county superintendents and boards of education.

A special committee, consisting of Mrs. Ray, chairman, the Cabinet and Mr. Glenn Woods, was appointed to formulate plans for extension courses in music for instruction of teachers and supervisors in service.

Suggestions made by Mr. Glenn H. Woods in reference to the organization of courses for the teaching of music in the Teachers' Colleges, were referred to the executive secretary and Mr. Glenn H. Woods for report at the October meeting.

**Retirement Salary Business**

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Martha Draper Baker, 3328 Elm street, Oakland; William H. Baker, 351 South Fourth street, San Jose; Margaret R. Blythe, 1426 West street, Oakland; Joanna M. Boland, 2529 Harrison street, San Francisco; Marilla S. Chapman, 131 West Fifty-fifth street, Los Angeles; Angie Wilson Davis, care Oscar Wilson, Auburn; Carrie G. Dependener, 307 Griffith avenue, San Mateo; Julius Henry Firehammer, Suisun; Bertha E. Fitzmier, 5669 Aldana street, Los Angeles; Margaret D. Gardett, 1826 Twenty-first street, Bakersfield; Nellie B. Hammond, 2817 Montecito street, Los Angeles; Anna L. Harrison, Box 137, Encanto; Emma Jameson, 481 West Highland avenue, Sierra Madre; Lizzie M. Kallenbach, 245 West Forty-third street, Los Angeles; Clara Elizabeth Ketelsen, 204 San Jose avenue, Los Gatos; Arthur Noel Knight, Chico; John A. Metzler, Likely; Mary L. W. Metzler, Likely; Sallie Nelson, 519 Phelps street, Redwood City; Rena B. Ott, 329 West Pleasant street, Santa Paula; Virginia Stewart, 1490 Jackson street, San Francisco; Mrs. Ada K. Toms, 2538 Twenty-eighth avenue, San Francisco; Carrie A. Whiting, 227 West Willow street, Stockton; Jasper N. Lacy, Box 321, Huntington Park; Mary Foley, 537 North El Centro avenue, Los Angeles.

Under Section 14 of the Law—Mrs. Clara T. Banker, Fort Bragg; Thomas H. Carr, Cabrillo Club, San Diego; Alice Sturgis Coleman, R. A. Dakota School, Kerman; Adeline B. Croyland, 1000 Union street, San Francisco; A. Maud Drexler, care City Superintendent of Schools, San Jose; Mrs. Eugenia Howells, Westwood, Lassen County; Mrs. Anita M. Wilson, Box 1422, Richmond; Mrs. Mary F. C. Ross, Fort Bragg.

Refunds of erroneous salary deductions, amounting to $92.50, were granted.

Approximately $200,000 was ordered invested in bonds on a 4.50 to 4.60 basis by the Public School Teachers' Retirement Salary Fund Board. All the bonds purchased were municipal and school district bonds of the State of California.

The records in this office showed that 1030 retirement salaries had been granted up to March 31, 1922; of these, 760 were thirty-year salaries and 270 were disability salaries. On the payroll sent out March 31, 1922, there were 798 names; of these, 580 were thirty-year annuitants and 18 were disabled annuitants. This indicated that 232 names had been removed from the payroll by death, resumption of teaching or for other causes. Of these, 180 were those of thirty-year annuitants and 52 those of disabled annuitants. It was reported that 10 more names had been removed from the payroll by death, according to notices received March 31, 1922, and that 13 new names would be added to the payroll due June 30, 1922.

The following resolutions were adopted:

Resolved, That in the future the minimum teaching period be counted in accordance with the law that went into effect (about August 1, 1921) in requiring eight months' teaching as a minimum school year, but that teaching done before this law went into effect be counted on the 5½ months' minimum basis.

---

Resolved, That, in the future, in view of opinions of the Attorney General dated March 7, 1922, and March 25, 1922, in considering cases of disabled teachers, the Board will count no teaching outside of the State of California.

In regard to leave of absence protecting disabled teachers more than two years after cessation of teaching, in view of recent opinions of the Attorney General, the following resolution was adopted:

Resolved, That action heretofore taken by the Board, allowing teachers applying for the retirement salary under Section 14 of the retirement law to take advantage of leave of absence, be rescinded.

Mr. Wood suggested that teachers ought to be warned that if they make exchange with eastern teachers they will have to teach ten more years in California before they would be eligible for retirement.

Attention was called to a recent opinion of the Attorney General that supervisory, executive or administrative school work can not be counted toward a disability retirment salary. It was the opinion of the Board that this would apply to city superintendents as well as to county superintendents.

The Board adjourned to meet in Sacramento, October 2, 1922.

Respectfully submitted,

WILL C. WOOD,
Executive Secretary.

### ART MUSEUM READING ROOM

A reading room which should provide for its patrons publications dealing not only with the graphic arts but with the drama, dancing and literature as well, is a project which Director J. Nils Laurvik of the San Francisco Art Museum has had in mind for a long time. Now, through the generosity of Charles Templeton Crocker, the vision is in a fair way to realization.

In a large, well-lighted room in the Palace of Fine Arts, Director Laurvik has just made available to the public more than a hundred magazines covering various phases of the seven arts. The list of publications is not confined to those published in the United States. England, France, Holland, Germany, Russia—all are represented. Ireland has a publication dealing with her artistic activities. Even out-of-the-way Greenland has her representative.

Director Laurvik expects eventually to add many more publications to his list, and to add also—through purchase and donations—a library of books dealing with the various branches of art. This will form a collection unique not only in California but, so far as is known, throughout the world. The reading room is open daily to patrons of art and to the interested public.

### LIVERMORE

At a recent meeting of the Livermore board of trustees, Stanley Gibson was selected as a teacher, succeeding C. A. Brittell, thereby filling all vacant places on the faculty. Mr. Gibson is an experienced teacher, handling manual training and recreation as well as the usual branches of modern school work. Other new teachers are Miss Ruth Anderson and Miss Ethel Reith. Members of the faculty holding over are Herbert Lee, principal; Miss May Niseen, assistant; Miss Christine Harvey, general science, biology and girls' physical training; Miss Gladys Lyman, commercial, and Miss Bess K. Monahan, physics and home economics. The fall term opens August 14.

### CLASS MEMORIAL

The graduating class of the San Francisco Polytechnic high school has secured from S. & G. Gump and presented as its memorial to the school a handsome reproduction in water color of John W. Alexander's "Evolution of the Book," the six pictures composing the series being placed in one large frame. The originals hang in the Congressional library in Washington.

### TALK ON BOY PROBLEMS

R. C. Rogers, president of the Montezuma School for Boys at Los Gatos, in a recent address before the One Hundred Per Cent Club in San Francisco, declared that with a boy in his natural environment no "boy problem" exists. "Laying aside the mental and physical defectives, who are a problem by themselves," said Rogers, "the boy is the embodiment of primitive man. He cannot and should not be forced into a place in adult society. One primary reason for the school discontent of boys about the seventh or eighth grades is the lack of men teachers, whom we do not pay enough to hold in the schools. Boys of that age naturally desire the company, at least part of the time, of an older man." Rogers strongly advocates greater interest by the fathers in the doings of their boys, particularly in relation to the Boy Scout movement.

### IS THIS GOOD BUSINESS?

This spring San Diego offered a junior high school teacher $1936. Another California city offered him $300 more and has secured his services!

San Diego offered a high school teacher $2400. A competitive California city has overbid us, thus securing one of our finest teachers.

The highest salary that can now be paid in San Diego to grade teachers is $1836 and to high school teachers $2400.

Unfortunately the schedule is fixed for all teachers and does not allow sufficient latitude for recognition of special skill in teaching. The board is now considering a single schedule based on the teacher's preparation which partially determines the quality of teaching. This is a marked step in advance, but the schedule should give special recognition to exceptionally strong teachers.

Can San Diego afford to pay salaries that jeopardize our chances of retaining our best teachers?—San Diego School Bulletin.

### EXHIBIT OF MURALS

The mural panels which will hang in the new Jefferson school of Sacramento have been on exhibition at Sanborn & Vail's, in San Francisco. The paintings are by Dorothy Simmons.

# Art Instructors:

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## EXHIBITIONS OF ORIGINAL ETCHINGS

and dry-points, engravings, lithographs and block prints, covering the entire history of graphic art produced from the 16th century to date. The cost of such exhibitions to the schools will be merely the nominal registered mail charges of transportation to destination and return to San Francisco.

The work of any period, school, country or artist may be obtained, subject to its immediate availability on application, making these exhibitions suitable to the development of art history or art appreciation.

Further details and information may be obtained from the Art Editor of the Journal.

# :: EDITORIAL COMMENT ::

**ART INSTRUCTION**, parent teachers' associations and teachers of history will be particularly interested in the announcement made on page ..... of this issue. One of the most important collections of etchings and engravings in the United States has been made available for the use of California schools, and without cost except for a nominal transportation charge.

Teachers of history in dealing with a certain period may make their wants known and a collection of pictures—originals, by contemporary artists of the period—will be carefully selected and mailed. They may be retained, if desired, for several weeks, enabling pupils to make careful study of costuming, domestic details, etc.

To the art director of the schools this privilege is invaluable, as exhibitions may be given from time to time, covering the work of various periods, schools or artists, or of certain subjects. It will add enormously to the appreciation by children and parents for real art, as they will be enabled to see and enjoy the original work of the master artists of all periods from the sixteenth century to the present time.

* * *

**THE SACRAMENTO PLAN** of double use of class rooms receives attention in an article in this issue of the Journal. It is to be noted that this plan is not an experiment based on mere theory. It is the result of the careful use of the double program for a series of months at the Lincoln school prior to May, 11, 1916, when the "companion class plan" was formally adopted for all Sacramento schools, when ready to use it.

The advantages are numerous. Economy of space means consequent economy in school construction as over old methods wherein a class room was in use but a part of the time. The children are kept in better physical condition through the opportunity to move from place to place. The teacher is better able to handle subject matter, as her class rooms are severally equipped for the teaching of the fundamental and special subjects. The child is in closer sympathy with his work because he has the environment and tools. There is less fatigue, because of activity and movement. There is habit training. There is closer association of teacher and pupil, making for better moral training.

Similar plans are being followed in many schools of the United States with almost universal success.

* * *

**COVERING THE ENTIRE FIELD** of local school activities, the "School Bulletin" of San Diego brings to the school patrons much interesting and valuable data. Although printed by the high school printing classes, the publication is entirely aside from the usual school organ in that its appeal is to the adult rather than the pupil, giving him in direct form that information which serves to interest him in the conduct of the schools.

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**CAPT. R. A. TYSON**, a veteran of the Civil War, is conducting the Blue Mountain school of Calistoga. A program of the closing exercises of the school reveals the fact that the Captain is giving—as might be expected—adequate place to the patriotic features. No mention is made of the value of his rank in maintaining discipline. No doubt the Captain has an orderly school as well as a highly efficient one.

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**WHATEVER THE PREJUDICE** for or against Senator La Follette, few are likely to strongly oppose his attempt toward an amendment to the constitution which shall define the relationship of the Federal courts and Congress, forbidding judges of these courts to declare laws unconstitutional and giving Congress the power to repass any law so declared by the Supreme Court.

The immediate occasion for Mr. La Follette's activity is, of course, the action of the Supreme Court in declaring unconstitutional the Child Labor Law, intended to regulate the employment of children under the age of fourteen years. The Wisconsin Senator gives utterance to that which has been becoming increasingly apparent during the past decade, that "today the actual ruler of the American people is the Supreme Court of the United States," and "there is no sanction in our constitution for the power which the courts now assert —they have secured this power only by usurpation."

Congress may override a presidential veto; a decision by the Supreme Court, even when four out of the nine lawyers composing the court dissent, is final. Five lawyers, leaning on technicality and precedent, may set aside the expressed desire of the majority of the citizens of the commonwealth. Law, not justice, may govern. It is to be hoped that Senator La Follette may receive the support which his cause deserves.

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**EVERY WRITER KNOWS** the evanescence of ideas, those clever turns of thought which suddenly come, unsought, and as suddenly disappear; unless at the moment they are used, or at least recorded. Edwin E. Slosson, writing in the Science News Bulletin, holds that these same "bright ideas" are the rarest and most valuable things in the world, and that there are in any generation only a few ounces of gray matter of sufficient activity to give off these brilliant emanations.

The metaphysician, of course, sees this from a different angle. These same "bright ideas" instead of originating in and of the gray matter of the brain are emanations from the great central source or universal mind, sent forth and received by the sufficiently receptive human mind. He will further say that these ideas must be used, otherwise they will not only be lost of themselves but that the flow of ideas will cease.

Practical scientist and theoretical metaphysician are agreed in this, that "ideas" must be grasped and used. How much has been lost to the world through failure to apply this law?

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Mrs. Grace C. Stanley, county superintendent of San Bernardino county, is not standing for re-election. Mrs. Stanley will be principal of the Cucamonga school next year. In addition she will give two courses in educational psychology at the Chaffey Union Junior College, Ontario. Mrs. Stanley will be head of the department of education at that institution.

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Miss J. M. Collins, deputy superintendent of San Bernardino county schools, is running for the superintendency. Miss Collins has excellent chances for election, as so far no other candidates have announced themselves.

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## EDISON'S NEW QUESTIONNAIRE

The fertile brain of Thomas A. Edison has evolved another set of questions, successor to that questionnaire of a few months ago which aroused such widespread interest. The questions composing the present mental test are inducing quite as much discussion, and it is interesting to note that Mr. Edison's mentality is itself under fire as a result of some of the questions propounded, and for the form in which they are put. For instance one question, "Why should one masticate their food properly?" is criticised by the New York Tribune's staff on the ground of probable damage done to the Book of Elementary Grammar.

The Tribune staff evidently gave much time and thought to answering the 150 questions composing the questionnaire. Here are a few of the questions and answers::

Q. "How come he ain't seen you was home?" Write this in correct English. A. How did it happen that he failed to see that you were not home?

Q. Name two of the principal salt-producing localities of the United States. A. New York, Michigan.

Q. From what source do we obtain iodin? A. Sodium nitrate and sea-weed.

Q. What is black ink made of? A. Ferrous sulphate and nutgalls, combined with gum and water.

Q. What is the difference between white and brown sugar? A. Brown sugar is sugar in the first process of refining. White sugar is the final product.

Q. Can you name four localities where civilization existed in 3000 B. C.? A. China, Crete, Egypt and Mesopotamia.

Q. A man goes to a lake with a three-gallon and a five-gallon measure. How could he measure out exactly four gallons (using no marks on the can)? A. Fill the three-gallon can. Empty the three-gallon can into the five-gallon can. Fill the three-gallon can again. Fill the five-gallon can from the three-gallon can. One gallon is left in the three-gallon can. Empty the five-gallon can. Pour the contents of the three-gallon can into the five-gallon can. Fill the three-gallon can again and pour the contents into the five-gallon can. This gives you four gallons in the five-gallon can. (Readers of the Western Journal of Education will please note that this problem may be solved in six operations instead of the eight given above. Who will be the first to send the more simple solution?—Ed.)

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Ex-Superintendent Parker of Siskiyou county is now a field deputy under Superintendent Bughee of Humboldt county.

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D. R. Augsburg of State Teachers' College has arranged with the Globe Book Company of Tennessee for the publication of his new books on drawing. These books will represent the excellent system that he has developed during the past years and will give a new impetus to drawing in our public schools.

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Superintendent Ada York of San Diego is one of the lecturers at the summer session of the State Teachers' College, San Diego. Her subject is "School Law."


# YEAST

## A Food for Health

Yeast is a microscopic form of plant life belonging to what is known as the fungus group. The individual yeast cells are round or oval, measuring about 3/1000 of an inch in diameter. When placed in a solution providing proper nourishment, such as certain kinds of sugar mixtures or extracts of malt, the yeast cells reproduce themselves with astonishing rapidity. This reproduction is known as budding; the walls surrounding the cell material bulges out in the shape of a bud which grows until it is nearly the size of the parent cell, the bud then separates as an independent organism which in turn starts to grow and reproduce other new cells in the same manner.

No class of micro-organisms have been more intimately associated with the development of the human race than Yeast. Microscopic examinations have revealed the presence of yeast cells in bread found with the ancient Egyptian mummies. From early Greek history we learn that Hippocrates recommended the feeding of Yeast in various cases of illness. The early Norsemen put Yeast in milk as a drink to stimulate energy and vigor. The Monks of the Middle Ages employed yeast to fight the great plagues.

To modern science, however, we owe our thanks for solving the mystery of Yeast and its wonderful food properties. These mysterious food factors found in Yeast are now known as Vitamins and we are told that without them our bodies suffer, we lose weight and become susceptible to disease; but by supplying our bodies with these precious Vitamins we can enjoy health, vigor and energy.

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## YOSEMITE NATIONAL PARK FOR THE EDUCATORS

Yosemite National Park was a Mecca for educators long before it became popular with the general public. That is a left-handed way of saying that it is the trained mind of the school teacher and educator which discovers the real worth of the beauty spots and natural wonders of America before the horde of tourists begins to recognize their worth. It is one of the finest compliments ever paid the school teachers of this country that they are regarded as the best patrons of the great family of National parks, in which California's great park, Yosemite, holds a preeminent position.

Ever since the days of John Muir, who lived in Yosemite Valley and tramped the hills and meadows of the High Sierra country, educators have been going to Yosemite for recreation, for inspiration, for study. The name of Le Conte is indelibly associated with the name of Yosemite. Jepson, Grinnell—there were other famous men, too, and in their footsteps today follow younger but no less reverent students, to all of whom Yosemite has much to give.

Yosemite is pointed to today as the leader of the National parks in many ways. In 1921, with 91,513 visitors from all over the world, it took first place in attendance counted within park borders. It was first to inaugurate a winter season, keeping open its hospitable gates every day in the year. It has blazed the way in the development of accommodations to suit every taste and purse, so that the traveler of average means can enjoy its beauties as well as those whose wealth enable them to wander from the beaten path and demand the utmost in service without thought of expense.

Illustrating this last phase of Yosemite's remarkable progress, it is worthy of note that the first cafeteria in any National park was established in Yosemite and last season numbered among its guests the Secretary of the Interior, Hon. Albert B. Fall. He was told that an average of 100,000 checks showed that the daily cost of food per person was less than $1.50 and that lodging cost only $1.50.

"It's a step in the right direction," the cabinet member declared emphatically. "We want these parks accessible to all the people."

It is no idle boast that Yosemite National Park offers the most varied classes of accommodations of any National park, for the public-spirited men who have put nearly $2,000,000 into the park have been actuated less by the desire to make money than to open Yosemite to all the world as a great National asset. There are rooms with baths and perfect individual service at meals for those who demand that class of accommodations. Even more space, however, is devoted to taking care of those who want to travel at minimum expense. In the recreations of Yosemite Valley—the nightly campfire, the free nightly concert and entertainment, the outdoor dancing—there is no distinction between guests. Everybody receives a cordial but not obtrusive welcome, regardless of the amount of money he or she may spend. That is the Yosemite spirit.

Yosemite Valley—a small part of Yosemite National Park, which is 1125 square miles in extent—long has been regarded as one of the most fascinating of the earth's geological puzzles. Imagine a narrow cleft in the living granite of the Sierra Nevada Range, less than a mile wide and eight miles long, but ranging in depth from 3000 to 5000 feet. That is enough to stimulate interest and start the mind to working as to how this gorge came to be—but there is still more to be told. Decorate these walls with titanic sculptures—El Capitan, Half Dome, Sentinel Rock, Cathedral Spires, Cathedral Rocks—chiseled smooth as glass in many places, then stud these walls with foaming cataracts that flash in the sun, Yosemite Falls, highest in the world with a leap of 2565 feet; Bridal Veil, 620 feet high, swaying in the breeze; numerous others of less repute. Carpet the meadows with Mariposa lilies and evening primroses and other blossoms which have made Yosemite known as the "Park of a Thousand Flowers." This is Yosemite Valley.

Big Trees of the Mariposa Grove, on the Y. T. C. trip

How this valley incomparable came to be has been a subject of much controversy, but the generally accepted theory, formulated by F. E. Matthes of the United States Geological Survey, is that the Merced River cut the canyon and that the great glacier which covered this region thousands of years ago completed the work, leaving its autograph on the face of Half Dome and on many rocks to be seen along the Tioga road. More than a score of glaciers still can be seen inside the park, the best known of which are the two on Mt. Lyell. Glacial moraines are frequent, including that of the Illilouette Glacier, said to have been the only "river of ice" which ever flowed up hill.

Yosemite was "discovered" by Europeans before it became popular with Amer-


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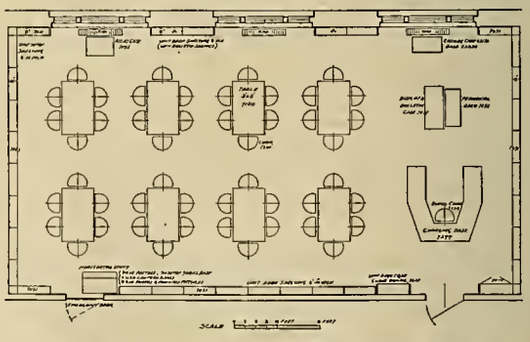

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icans, perhaps because this country still was so primitive that its people had no time to travel for pleasure. The first white men to look upon the valley were members of a punitive expedition pursuing marauding Indians from the gold diggings of the Bret Harte country. This was in March, 1851. The fame of the "Vale of Ahwahnee", to give it the Indian name, spread rapidly and every globe-trotting Englishman and maritime Dutchman, not to mention all the other nationalities, who came to the fabled West Coast of the United States, braved the tedious trip over the mountains by rough trail for a glimpse of this, the most exquisite of earth's valleys. When the three groves of giant sequoias, of Big Trees, near Yosemite Valley were discovered, the renown of the place knew no limits. Ralph Waldo Emerson was among its visitors and his appreciation has become classic:

"It is the only spot I have ever found which came up to the 'brag'."

An old hotel register in the museum in Yosemite Valley contains a record of many distinguished visitors, among whom the large proportion of foreigners is notable. These foreign visitors still flock to the park —it is proverbial that your companions in an automobile or at dinner will represent several States and Nations—but of course they now are greatly outnumbered by the Americans. Most treasured of the autographs in the register is the one which reads: "John Muir, Oakland."

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## SANTA CLARA COUNTY SCHOOLS

Ruth Thompson

"The most effective work in Americanization, I believe, is done in the rural schools," Miss Agnes Howe, county superintendent of Santa Clara county schools, declared recently when discussing her rural school problems. A large percentage of the children in the county are foreigners and many of them speak English when they enter the public schools. According to Miss Howe this makes reading the most important subject taught in the first grade and thus reading and Americanization are closely allied.

In order to cope with the problems that arise in rural school supervision, Miss Alma Patterson has been working as rural supervisor during the past year and she has given special attention to primary work. Owing to the growth of the county and increase in the work, Miss Bessie McCabe has been added to the staff of rural supervision. Other supervisors directing the work along practical and necessary lines are Joe D. Morgan, agriculture, and George Cass, physical education. Miss Nina Dalton of Oakland gave a month to the supervision of music in the county schools and Glenn Woods spent one week visiting and directing music. When there are sufficient funds a music and drawing supervisor will be appointed.

One of the features of the close of the Santa Clara school year was the culmination of the year's work in physical education in a county school meet in San Jose in May. Winners in school meets were the contestants at the close of the school term.

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At the time of the One Hundred Per Cent Exposition the agricultural clubs of the county had their share in the exhibit.

Under the county superintendent's direction two kindergartens have been begun this last year. They are at Morgan Hill and Campbell. A kindergarten will be started in Palo Alto with the beginning of the new school year.

Progressive counties are not only furnishing the minds of the children but they are keeping up to date by furnishing modern school facilities. Modern school buildings are essential for the welfare of not only the children but for the community. Santa Clara county is keeping pace with the times and is meeting the needs as they arise.

Bond issues for new school buildings, for improvements and for more ground, voted during the past two years in Santa Clara county are as follows:

| | |
|---|---|
| Los Gatos | $ 120,000 |
| Campbell | 155,000 |
| Santa Clara | 235,000 |
| San Ysidro | 25,000 |
| Saratoga | 55,000 |
| Cupertino | 101,000 |
| Burnett | 15,000 |
| Live Oak | 45,000 |
| Willow Glen | 7,000 |
| Mountain View | 25,000 |
| Morgan Hill | 44,000 |
| Campbell | 25,000 |
| Milpitas | 3,000 |
| San Martin | 35,000 |
| Los Altos | 47,000 |
| Gilroy | 185,000 |
| Hester | 13,000 |
| Palo Alto | 80,000 |
| Total | $1,215,000 |

Before taking the office of county superintendent of schools four years ago Miss Howe was a member of the faculty at the San Jose Normal school for twenty-one and one-half years. Four years of that time she was principal of the training school and her educational viewpoint was greatly enriched and broadened by travel both abroad and at home.

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## REDWOOD CITY

When school opens in September the children of Redwood City will find a much improved school building across from the court house. The entire second floor is being rebuilt, according to A. E. Montieth, superintendent of Redwood City schools, and the building will be renovated, refurnished and modern improvements will be installed. Next year when the new high school is completed, grammar grade children will have the use of the present building. There are four schools in Redwood City, and twenty-six teachers. Four will be added to the staff this fall. Pupils' attendance averages between five and six hundred.

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## SOUTH SAN FRANCISCO

The school system of South San Francisco where L. E. Adams is city superintendent, has two notable innovations which have been in practice for one year and proven successful. They are the Junior Republic plan and the Junior Chamber of Commerce.

The purpose of the Junior Republic is to teach citizenship and Americanization and aid in the student government. "Children are already citizens," Adams declares, "and pupils should be made to realize this and the responsibility it carries." Under the Republic officers are elected for one semester, or five months. Details of the American government are studied and put into practice wherever possible.

The Junior Chamber of Commerce is a branch of the city Chamber of Commerce and the junior members co-operate with headquarters in civic duties and improvements.

The Junior Chamber of Commerce is responsible for gardens at the school and other improvements. These junior members have a vote in the city organization.

All students of the South San Francisco schools have been arranged in classes according to mental ability. The National Intelligence Group Tests were given and there are teachers for the groups, which are three, above average, average and below average. The course of study meets the needs of each group.

The South San Francisco Junior High school is the only junior high school in San Mateo and under the guidance of Superintendent Adams and the successful policies he has introduced it is making marked progress in educational lines.

## SOLANO COUNTY

Solano county held its first annual grammar school play day in May when the schools were closing. The children of Solano county, together with their parents and teachers, gathered at Fairfield some 5000 strong. Dan H. White, county superintendent of schools, made the address of the day. Songs, races, games and a picnic lunch were features. Vallejo children took a prominent part in activities and a special train carried those in attendance from and to Vallejo. Dixon, Green Valley, Collinsville, Crystal, Rio Vista, Rockville, Vaca Valley and Benecia were all represented. Directors of the music for the day were Sylvia Garrison, music supervisor of Vallejo; Johanna Reiss, music supervisor of Benecia, and Anna Kyle, music supervisor of Solano county.

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Thomas F. Downey leaves the Junior College in Sacramento to take charge of the Newman high school for the coming year. Downey is one of Modesto's pioneer educators and for several years at the head of its high school.

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## OVERSUPPLY OF TEACHERS

The teaching profession in England is seriously overstocked, according to Seldon C. Smith of Ginn & Co., who is now in Europe. A copy of the Yorkshire Evening Press sent home by Smith states that those who contemplate entering into the profession would be well advised to turn their ideas and ambitions to other fields. The directors of education in certain universities have frankly laid the situation before their students and given them the opportunity of withdrawing their applications for teacher's training. This development works a distinct hardship on many who have given long and laborious study with a view to taking the entrance examination and future training.

The hardship may not stop here, as it is feared that serious pruning of existing educational staffs may result. It is not known where the first attack will be made; whether all married female teachers will be dispensed with or an almost entire elimination made of the uncertificated branch.

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### FIX STANDARD SALARY SYSTEM

The recommendation of the committee appointed about the first of the year to work out a standardized system of salaries for the teachers of the seven State Teachers' Colleges in California has been filed with Will C. Wood, director of the State Department of Education. The following schedule is recommended for adoption:

Assistants, from $1,800 to $2,040 per year; instructors, from $2,040 to $3,000 per year; assistant professors, $2,280 to $3,420 per year; associate professors, $2,400 to $3,900 per year; professors, $2,700 to $4,350 per year; deans of women, $2,700 to $3,600 per year; librarians, $1,800 to $2,700 per year; assistant librarians, $1,200 to $1,800 per year.

The lowest salaries paid in our teachers' colleges, according to the committee, are 60 per cent higher than the lowest salaries paid in corresponding eastern institutions, and 10 per cent lower than the lowest salaries paid in the southern branch of the University of California.

### DIRECT FRENCH METHOD

A direct method of teaching French, well adapted to the junior high school, is found in Gourio's "La Classe en Francais." The acquirement of vocabulary is gradually approached, the interest is sustained, the work well organized. In a recent selection of textbooks in Des Moines, where a scientific scoring system was used, this book received the highest score given, 923 points out of a possible 1,000. It is accompanied by a teachers' manual.

"La Classe en Francais," by E. Gourio. Cloth, $1.52.

"Direct Method of Teaching French" (teachers' manual). Paper bound, 80c.

Houghton Mifflin Company.

### NEW READING METHOD

A radical departure from the old methods of teaching reading, methods which have lagged behind the common advance in other fundamental elementary school subject methods, is found in the new book just from the Houghton Mifflin press, "Silent and Oral Reading," by Clarence R. Stone.

From the standpoint that outside the schoolroom but few individuals use oral reading to any extent, and that on the contrary most persons use silent reading daily, the author has developed a system of reading methods in which the place of importance is given to the teaching of silent reading. Oral reading is by no means slighted, but is treated as a means to an end.

The book is not a compilation of theories. It is an intensely practical application of modern tendencies to a somewhat neglected subject, simply written, with little technical terminology. Classroom teachers of all grades should have this book to read and follow, and it should be studied by all supervisory officers.

"Silent and Oral Reading," by Clarence R. Stone. In cloth, $2.00.

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### IRISH MYTHOLOGY

The heroes of legendary Greece and Rome, the mythological heroes of the Northland and the Rhine, the exploits of the famous knights of King Arthur's court, have for years been familiar characters to the children of all ages in our schools and homes. Few, however, even among our teachers, have realized that Ireland has a mythology handed down in the form of folk-lore which is as clear and well defined as any, and distinctive in its quaint humor.

In "Legendary Heroes of Ireland" the author has given in simple, well-written form and entertaining style a series of stories dealing with a few of the delightful exploits of Ireland's greatest hero, Finn MacCool. Leader of a band of lesser heroes, MacCool rivals in his wonderful deeds of valor the legendary heroes of all mythologies. Much of the quaint humor of the Irish story teller has been retained by the author, and the book will prove an eagerly-read addition to the child's library. The teacher will find it an unusually entertaining volume for her list of supplementary reading matter.

"Legendary Heroes of Ireland," by Harold F. Hughes, of Fresno schools. Harr Wagner Company. Cloth, $1.50.

### JUST INK

Ink! Blue, black, red, purple and green. Ink in small bottles, and in large. Ink by the keg and barrel. Ink in tanks of 600 gallons each, enough to write all the letters of the country.

In his latest questionnaire Edison asks, "What is ink made of?" A visit to the plant of the Ink Ribbon Manufacturing Co. in San Francisco would not only provide an answer, it might give Edison a variety of answers, for all inks are not based on the same formulas. Not so long ago our writing inks were made from nut galls, iron and water, and very satisfactory some of them were. Now other chemicals are added according to the purpose which the ink is to serve, giving a variety not only in color but in quality.

The writing ink we ordinarily use, flowing blue from the pen and turning jet black after a few hours, is made from a formula containing gallic, tannic and hydro-chloric acids, and ferrous sulphate, plus the coloring matter to give the desired blue tint. Addition to the coloring matter is necessary, otherwise we would have an "invisible" ink—invisible at least until oxidation took place, for it is the action of the acids on the iron, the ferrous sulphate, which gives the permanent black.

This formula is made up in lots of five or six hundred gallons, and then is aged in great tanks—as wine used to be—for at least thirty days. A precipitation takes place, and then the clear fluid is drawn off into the attractively labeled bottles.

Many wonder why a special kind of ink is sold for fountain pens. Not all inks flow readily in these vest-pocket conveniences, but the manufacturers have found a formula which gives the desired easy flowing quality. Some colors of ink seem to flow more smoothly than others, particularly purple and green, and if you will watch the demonstrations of fountain pens and ink pencils you are very apt to find them using one color or the other. These colored inks are made from analines, built up by combining acids or alkalies according to the colors to bring the desired shades.

An inquiry for show-card ink brought a smile—and a bottle of mucilage! Show-card inks are manufactured, of course, but artists demand such an infinity of tints and shades that most of them now mix their own inks, using the dry colors in combination with water and a special mucilage. This is not only more satisfactory—the dry colors can be mixed to give as varied hues as an artist's palette—but is also far less expensive.

Ink itself enters into a variety of combinations, articles requiring further manufacture, also produced here. Stamp pads and carbon papers; typewriter ribbons of all colors and for all machines, are only a few of San Francisco's products in this connection.

DOMINANT

One line, because of its quality, variety, uniformity, and scientific tint to prevent eyestrain, dominates the school stationery field, and that line is

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### ORAL EXERCISES IN NUMBER

A book designed to supplement any basal textbook in arithmetic, and adapted for use from the fourth grade to the high school. The author gives material for that daily drill which is essential to the mastery of the simple number combinations, forming a sound foundation for the advanced work in arithmetic. Thoroughly practical in the development of accuracy and speed. "Oral Exercises in Number," by Anna L. Rice. The Gregg Publishing Company.

## NEW SCHOOL CONSTRUCTION

Two new rooms are being added to the Hayward Union high school, one for classroom use and the other for a music room. The balance of the interior is being painted and otherwise renovated.

Ashland, Alameda County, is to have a $40,000 grammar school building, constructed on the unit principle and including the latest modern ideas.

San Leandro will shortly commence construction of a building for a junior high school to cost approximately $350,000, and capable of caring for 1200 pupils.

Ukiah is building a new structure for its grammar school, for which a bond issue of $80,000 was voted several months ago. It is expected that this will be completed about the end of the year.

Victorville, San Bernardino County, has purchased ground for its new grammar school building and construction is now under way, with expectation of having it ready for occupancy by Christmas.

Gonzales, Monterey County, is constructing a new high school auditorium and gymnasium at a cost of $40,480, exclusive of the heating system. The building is to be stucco finished, occupying a space of 75 x 125 feet. The main floor will be 40 x 70 feet, besides the stage, shower baths, dressing rooms, etc., and will have seating capacity for 600 people. A projection room is included.

A modern concrete school building is to be erected at Seaside, Monterey County, to accommodate the grades from first to fifth inclusive.

Four new rooms are to be completed on the upper floor of Pittsburg's new intermediate school building, to be occupied by the third and fourth grades, the enlargement being made necessary by the increasing enrollment, necessitating two new rooms a year.

Plans have been tentatively approved for Santa Rosa's new Lincoln school building calling for a structure with twelve classrooms and an auditorium.

Garvanza, Los Angeles County, is to have a $100,000 addition to its school plant in a modern fire-proof structure.

Glendale, Los Angeles County, contemplates selling the plant of the Glendale Union High School, serving Eagle Rock, La Crescenta, Tuhunga and vicinity. It is proposed to construct an entire new plant at a cost of approximately $1,000,000, and capable of caring for an enrollment of 3,000.

Montebello, Los Angeles County, is building a $7,000 addition to the Vail school.

Sierra Madre, Los Angeles County, is spending $17,000 on an addition to its school, expecting to have it completed by the opening of the fall term.

# EDUCATION

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Arroyo Grande, San Luis Obispo County, is to add two new wings to its present high school building to take care of the rapidly increasing enrollment. The additions will consist of three classrooms and a library. The cost is estimated at $21,000.

## PRINCIPAL USES RADIO

The plans for Oakland's new Roosevelt school include a full radio equipment, so that the principal can address while seated in his office every pupil in the big institution at the same time. The Roosevelt high school, which will accommodate 1500 pupils, is to stand at Nineteenth avenue and East Twentieth street, and is expected to be completed by 1924. This is the largest school in the $5,000,000 Oakland educational project and will cost about $700,000.

The second largest is the University high school, at Fifty-eighth and Grove streets, costing $500,000. It will contain 60 classrooms and an auditorium to seat 1200.

Work will commence in the near future on the Vocational high school, Twenty-sixth and Filbert; and the Golden Gate at Sixty-third and San Pablo.

## WITH THE TEACHERS

Martin Singer has resigned as principal of the Paradise branch high school of the Chico school district. It is reported that he is to undertake the principalship of the Quincy high school. Singer was formerly principal of the Middleton Union high school in Lake County.

W. L. Kleaver, superintendent of schools of Siskiyou county, has resigned to accept the principalship of the Dunsmuir grammar school.

Dr. W. E. Hauck has tendered his resignation as principal of the Siskiyou County high school.

Miss Docia Patchett has been named vice-principal of the Santa Rosa high school, succeeding Miss Hazel Fisher, who joins the San Francisco schools.

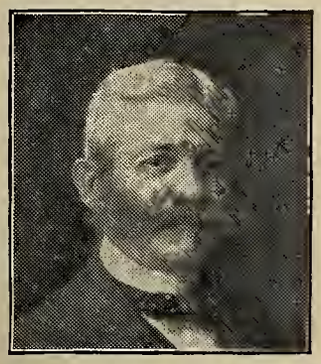
L. E. Richards, formerly principal of the Orestimba high school, has accepted the principalship of the Tracy high school.

Neil O. Best, formerly of the Vallejo schools, has been appointed principal of the new Jefferson Union high school in San Mateo County. The school will be opened in Jefferson hall, in Colma.

Paul Fleming, for several years principal of one of San Diego elementary schools and this year teacher in the San Diego high school, has been elected as principal of the Junior High School at San Bernardino.

Percy R. Davis, superintendent of San Bernardino schools, is making a great success in San Bernardino. The school board has just reaffirmed his appointment at a substantial increase in salary.

E. G. Schroeder, for fifteen years director of physical education of the University of Ohio, has been elected director of physical education of the San Bernardino High School. He will be assisted in athletics by Charles G. Dean, prominent football player of the University of Southern California.



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Mr. C. J. Shives has been elected principal of the Chino High School for next year.

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Mrs. Edith S. Troeller, principal of the Upland Grammar School, will go to Hawaii this coming school year to teach English in the high school at Lihue, Kauai. Miss Fannie Noe, former principal of the school, will be in charge next term.

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Miss Lillian P. Williams, principal of the Lompoc High School, is taking a trip to Europe this summer.

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J. Leslie Cutler, principal of the Coronado High School, will be busy this summer seeing to the equipping of his new high school building.

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### INTERESTING NEIGHBORS

"Interesting Neighbors" is the title of a wonderful little volume of Nature Study stories by Oliver P. Jenkins, emeritus professor of physiology, Stanford University.

No principle guided the author in his selection of subjects except the taking up of those which were easily available. On account of that we are held by a delightful suspense as to what is coming next. In the contents may be found novel stories of insects, plants and animals with unique relations pointed out at the same time, both in and between the lines may be found a subtle philosophy. It will impress upon the imagination of young readers sentiments of sympathy and kindness toward plants and animals and a love for nature as a whole.

The student of biology who seeks a simple treatise of some phases of the subject will find satisfaction in "Interesting Neighbors."

Some eighty-one well executed illustrations make a very attractive feature of the book.

---

### UNIVERSITY SEEKS MILLIONS FOR EXPANSION

With almost 8,000 students enrolled, the University of Southern California faces the necessity of at once adding new classrooms, a new library and a new law school building, together with the necessary equipment. The Methodists of Southern California are to be organized and a systematic effort to raise the desired building and endowment fund of $10,000,000 will soon be under way.

One of the largest of several proposed new structures will be a $1,000,000 library building to be placed on the campus opposite the administration building, conforming to the same style of architecture. The proposed structure for the college of law is to cost $50,000, but as this institution is self-supporting the cost will not come from the proposed fund.

According to Dr. R. B. Von KleinSmid the campaign will be carried to the churches, individuals, business men of Los Angeles and Southern California and to the public in general. It is to be impressed upon those approached that here is a wonderful opportunity to adequately establish a great university that will care for the educational needs of the southland. Half of the fund raised is to be applied to a permanent endowment fund.

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PROGRESSIVE TEACHERS

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TO SCHOOL OFFICIALS

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This is to announce that I am severing my connection with the Fisk Teachers Agency and establishing an agency under my own name. If this meant merely "another teachers' agency" in an already overcrowded field, small excuse could be offered; but it is my ambition to organize and conduct the very best agency on the Coast, with the greatest efficiency and the highest professional standards.

I have also associated with myself in the new agency, MISS BLANCHE TUCKER, who has for several years been in charge of the Grammar School Department of the Fisk Agency. Her efficient and discriminating service has made her favorably known to a large number of teachers and school officials.

Any opportunity that school officials may afford us to justify the new venture, will be appreciated. Prompt attention and careful service are guaranteed.

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***Registration invited.***

**J. M. HAHN**
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Managers

Respectfully,

**J. M. HAHN,**
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**Berkeley, Calif.**

# THE COMPANION CLASS PLAN

By Ruth Thompson

(Copied from The American School Board Journal, June, 1922.)

With the raising of $3,064,000 for school building purposes and the prospect of a bond issue for $1,250,000 more this spring,* Superintendent Charles C. Hughes of Sacramento California,, has inaugurated the Companion Class plan in that city. The plan is one which he formulated from conclusions drawn from many educational schemes for the betterment of school management and from actual administrative experiences. It calls for a special type of building.

The Companion Class plan is so named because two companion teachers have the use of the same classroom with their pupils through an arrangement of lesson and time schedules. This holds for pupils of the first five grades. The sixth, seventh and eighth grades have regular departmental work.

The Companion Class plan includes features which are a radical departure from the old type of schoolroom and work. The classroom in this plan is departmentalized, but the subject is not. The pupils in the first, second, third, fourth and fifth grades change classes for their work, but they do not change teachers. The teacher changes with her class. The classroom has double use by reason of this change. Lesson and time schedules are arranged into what are called Alpha and Beta programs.

School subjects are divided into foundation and applied subjects. Foundation subjects are the usual elementary subjects. The applied subjects are drawing, music, nature study, manual training, stories, laboratory geography and physical training. Attractive rooms with appropriate atmosphere through artistic furnishings are used for the applied subjects, while the foundation subjects are taught in the conventional classroom. Children are supervised in study and play. Home study is abolished as is "the great pell mell recess."

Blackboards are practically abolished.

A promotion plan is established whereby children are promoted, not through the medium of examinations, but by their growth and ability to grasp their lessons and the ones to come in the following grade.

Continuous report cards are used so that a teacher can examine the past records of the child.

The "departmentalized classroom" is interesting. The conventional class room for the applied subjects is very similar to the ordinary schoolroom. The difference is only in movable desks, little if any blackboard space and the small lockers on one side of the classroom for the pupils who have not desk room. As but one class is in the room at a time, each pupil has his own desk, though one companion keeps his books in the desk, while the other uses a little locker. There are two teachers' desks side by side. If the pupil moves from his classroom to the music room he finds a complete change of atmosphere. Wooden pews take the place of desks, pictures of composers are on the walls, a piano is in the room. Perhaps it is the science room to which the change is made. This room, too, has its appropriate furnishings. There are tables, a sink, gas jet. If it is geography there are maps, globes, soils and pictures.

The gymnasium or the yard serves for the physical training classes. The stories are told in a story corner or out under a tree in the yard.

Each room having its own atmosphere makes the conventional classroom seem entirely out of place when it comes to the teaching of music or art.

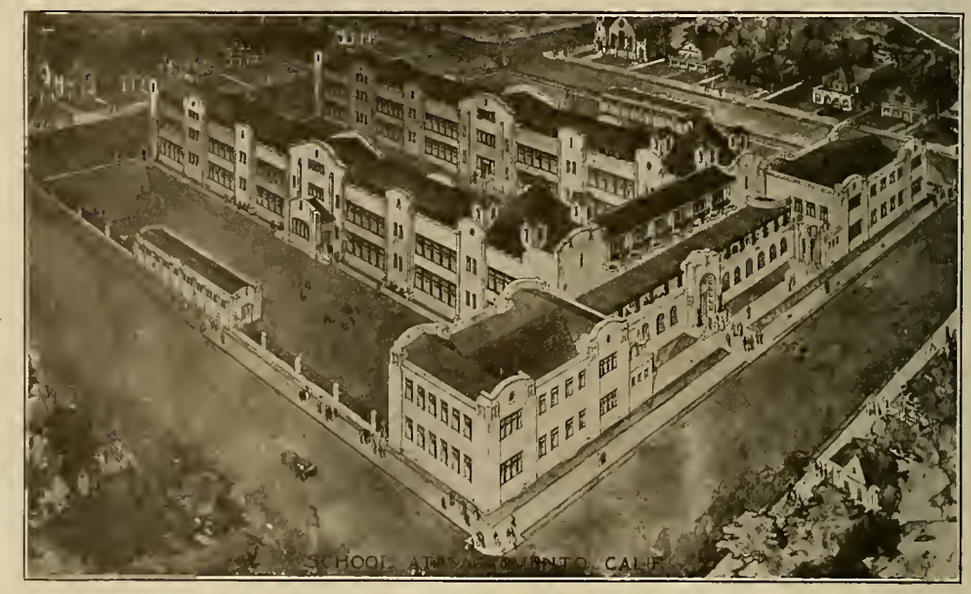
The teacher through the system becomes a "class teacher," not a "classroom teacher". She teaches all the subjects, though she is under the supervision of special teachers of those subjects.

The day's work in the Sacramento schools has been divided into periods following the best authorities and experience of the superintendent as to the length of time the pupils of different ages and grades should be permitted to devote to recitations or to study without being mentally fatigued.

The schedule has been worked out as follows: First and second grades, ages six to eight years, fifteen minutes; third, fourth and fifth grades, ages eight to eleven years, twenty minutes; sixth, seventh and eighth grades, ages eleven to fourteen years, thirty minutes.

When the length of the periods had been set aside, together with the time devoted to physical training and the noon hour, the foundation for a time schedule remained. With this remainder the distribution of recitations and study periods was made.

After the time schedule had been fixed the time was divided among the subjects as to how often each should be taught in the week. Proper attention has been paid to measures of value among subjects in the Sacramento schools. The emphasis is steady and the value fixed. This is true because different teachers vary in their stressing various subjects. They do not always place proper emphasis upon studies. This is provided for in the Sacramento program though the teacher is not hampered by the schedule in any way. She can be as original in her teaching as she desires. She may choose her own method and use it if she is getting results. She may make her own program. The only condition is that she maintain measures of worth and relative value in the lessons.




Washington School, Sacramento, Calif.—A typical companion class building

* The bond issue has since been put over.

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The yard of a companion class school serves for instructional purposes

A shop in a companion class school, Sacramento, Calif.—Used here for a clay-working class

Regarding the Alpha and Beta programs Superintendent Hughes says:

"In working out the idea that the conventional classroom was built and equipped for conventional subjects and that the special subjects have been forced into a type of classroom not entirely fit for the work they represent, it was found that the conventional classroom would be out of use a part of the time. The problem then was to put these vacant classrooms at work. The Sacramento plan does this by so arranging the applied and foundation work that the primary classroom can be vacated for foundation work one-half of the time. Then by the working out of the programs which we term the 'Alpha' and 'Beta' programs, one class coming earlier in the morning and going earlier in the afternoon, the periods alternating during the day, the problem for use has been solved and we use each primary grade room for two classes. The classes alternate, of course, as they are Alpha or Beta. Each class is in forty minutes, out forty minutes, in sixty minutes, and then has an hour and twenty-five minutes for noon recess; and in the afternoon they are in forty minutes, out forty minutes, and in forty minutes. The plan was at first criticized on the ground that there would be too much moving and that there would be time lost. This has not been found to be true. The children do not become as easily fatigued as when they sit during long sessions; discipline is very much easier because they do not become restless; the teacher is brighter and stronger because she does not stay long in the vitiated atmosphere of the classroom. In the grammar grades the saving in classroom is not quite so great because of the larger number and more time needed for foundation subjects. However, each grammar grade classroom takes one and one-third classes. The plan is, therefore, not only economy in the work of the schools, but economy in the use of the school buildings."

It was found necessary to divide the subjects into foundation and applied to protect the essentials from encroachment and to establish a plan whereby the classroom will fit the subject. The superintendent declares that with the right kind of teaching the fundamentals of education will permeate all subjects, both the foundation and applied.

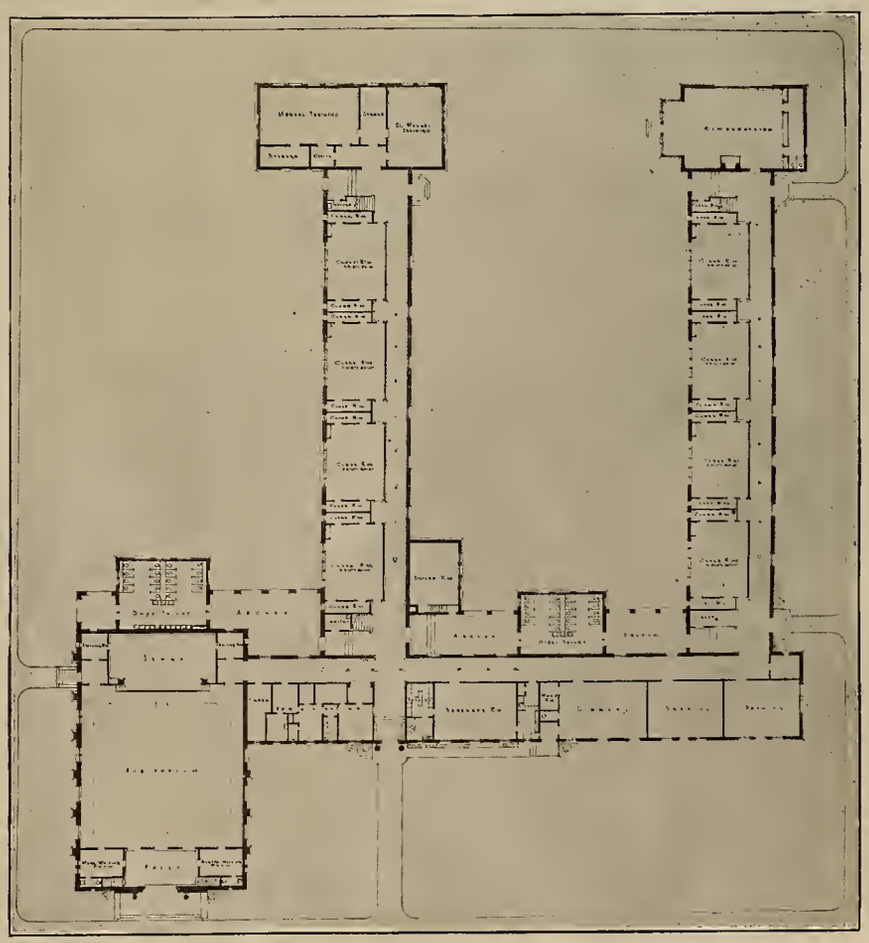
The Sacramento plan does away with home study. Under it the pupils are trained to study. The superintendent claims that it is more important to know how to study than it is to know how to recite. This important phase of education comes under the direct care of the teacher and not the home. In the school conditions are right. There is opportunity for concentration and the light and ventilation are properly arranged.

There is no common recess in the Sacramento schools. The group teacher takes her class out when the time for recreation comes and plays with the children. As a rule the older and younger pupils do not mix. Each grade keeps with his own class.

The abolition of the blackboards is one of the features that the visitor observes immediately. Instead of the unsightly, formal lines of blackboard, in the Sacramento schools, attractive pictures, plants, specimens of good work, greet the eye.

Blackboard in the schools belong to the same era as the slate, the common soap, towel and drinking cup, according to the Sacramento superintendent. It is unsightly. It is unsanitary in that it fills the room with millions of tiny grains of chalk dust which the children breathe into their lungs. It prevents the maximum of light for the children. It is an expensive part of schoolroom equipment.

The Sacramento teachers have found that they can conduct classes without the use of



First floor plan, companion class school, Sacramento. This plan serves as the typical or standard plan for ten schools. Each building varies in some details of arrangement and exterior design

much blackboard. Pencil and paper are cheap and drills are held at the child's desk. It is not necessary for exercise that children go to the blackboard, for the physical training classes provide exercise.

Just enough blackboard is placed in the Sacramento schoolroom for illustrations by the teacher.

The promotion scheme in the Companion Class plan is logical. Superintendent Hughes explains it thus:

"Promotion from group to group eliminates the old type of examination entirely. It is believed that the passage from one grade to another should not be based upon a final nerve-racking throw. The normal child should improve day by day, and the normal teacher should be able to know, without examination, whether the child has increased his ability and capacity to an extent such that he is able to undertake, the work of the next grade. There can be no such thing as an average. If, at the beginning of the term, the child's work is excellent, and at the end very poor, we cannot say that the average is good. Something is wrong—the work is weak; or, if at the beginning his work has been very poor and at the end of the term he has become very strong, we cannot say that he averages good; he has done excellent work. It is the present worth that counts, after all. Our scheme is based upon a three-fold judgment, with the teacher as the judge. The teacher is to base her opinion, first, upon the daily recitations of the child; second, upon the written work of the child; third, upon the child's effort, the latter being the most important, and the one usually lost sight of. The effort of the backward child is worth as much, or more, than the effort of his more brilliant schoolmate. Under our system, where all the work is done in the schoolroom under the supervision of the teacher, we are able to judge very completely, all of these points, and especially of the pupil's effort."

The continuous record cards used follow the pupil through his eight years in the elementary school. Statistics and knowledge of the child's mental and physical development are kept and are of aid to the teacher in guiding her in her work.

Special buildings have been placed by Superintendent Hughes to be used in conjunction with the Companion Class plan. The new schools are larger than the ordinary type of school structure. They are built on not less than city blocks and are within easy walking distances. These buildings are built of concrete and will be usable for the century to come. As the material is concrete, it is not necessary to carry much insurance on the schools and the repairs amount to very little.

Besides the saving of expense in insurance and repairs, a large building is counted economical by Sacramento because "it reduces the cost per child on account of reduction and better control of running expenses. From the educational point of view the large buildings are better since there can be no finer division of classes and a teacher can be given to a single section which she can train both in study and recitation."

The first building, the William Land, to be built with these ideas, provided for a standard which could be reproduced in whole or part. The building is so constructed that all rooms face the east, thus getting the morning sunlight, but being protected later in the day from glare and heat of a south and west exposure. Opposite the cottage windows in the classrooms are large transoms which open in wide-open hall ways, giving a sweep of fresh air. This makes the rooms practically of the open-air type. There are exits of concrete stairways on the outside of every few rooms.

One enters the building by going up few steps. There is no basement. Activities usually conducted in the basement are conduced on the roof in Sacramento. This includes lunch rooms and rainy-day programs on the flat roof.

The unit of the building is the classroom. There are twenty-three conventional classrooms in the building. Other departments include: kindergarten, domestic science, manual training for younger and older children, two art rooms, hospital for boys and hospital for girls, showers and bath, two music rooms, science laboratory, model bungalow for girls' domestic science department, assembly room with a seating capacity of 1200, and a large room for a branch of the city library. This latter feature is added so that children may come in contact with books and learn how to use them.

A moving picture outfit is a part of the school equipment.

There are seventeen elementary schools in Sacramento. Nine of these are run by the Companion Class plan. Some of the remaining schools are in stage of transition, while other old school buildings are too small to be profitably run on that plan. It is expected that the spring bond issue will provide for the completion of five new Companion Class plan buildings. There are also five high school buildings in Sacramento, including the part-time high school.

In building a portion of the Companion Class building when funds will not permit the completion of the structure until later, the special rooms and auditorium are built, and later as many classrooms as the money allows. In this way, following the Companion Class plan, classroom space is thus doubled and the plan can be used. When more money is available another wing of classrooms may be added.

The results of the Companion Class plan in Sacramento have been good. The plan was first tried out in 1915. Its success has led to its establishment in other buildings in the city as rapidly as the schools can be rebuilt to suit the plan.

The results on the school may be summed up as follows: saving of money in insurance and repairs; doubling of classroom space; more attractive atmosphere in the schools; measures of value established in the subjects in the working out of programs; arrangement of program gives one hour and twenty-five minutes at noon time; abolition of much blackboard space; abolition of all fixed furniture; larger school buildings.

The results in the teachers' behalf are: a better understanding of pupils on account of the supervision in work, study and play; change of air and location in the changing of classrooms; discipline reduced to a minimum; time at noon in which to eat lunch with fellow teachers and discuss work or enjoy relaxation.

It may be seen that the pupils derive the most benefit from the Companion Class plan. The child's benefits are: abolition of home study; learning how to study through supervision; establishment of cultural ideas through the attractive and appropriate rooms for his studies; better physical and moral tone through changing of classes and playing with children his own age; trained in library usage; no rough recess; no nerve-racking examinations; minimum amount of fatigue as the changing of classes prevents sitting through one long session after another; effort in work made worth while through the scheme of promotion.

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### FOR GREGG TEACHERS

"Word and Sentence Drills," a constructive work on the various principles, and designed to supplement the Gregg Shorthand Manual by furnishing sufficient drill on each principle to not only give the student facility in the application of the rule, but also designed to give him ease in the handling of a comprehensive vocabulary.

The book is carefully arranged for easy reference, and is a valuable addition to the teacher's working list.

"Word and Sentence Drills, for Gregg Shorthand," by Mark I. Markett. (Recently adopted by the State Board of Education for California schools.) The Gregg Publishing Company.

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A number of men engaged in commercial education attending the Summer Session at the University of California, Berkeley, were entertained at dinner Tuesday evening, July 18, at Hotel Whitecotton by A. B. ZuTavern, jovial Pacific Coast manager for Twentieth Century Bookkeeping and other commercial texts of the Southwestern Publishing Company. A very enjoyable time was spent by those in attendance. Among those present were W. S. Krebs, Washington Union, St. Louis, and accounting instructor Berkeley summer school; F. H. Arnold, supervisor of pen-


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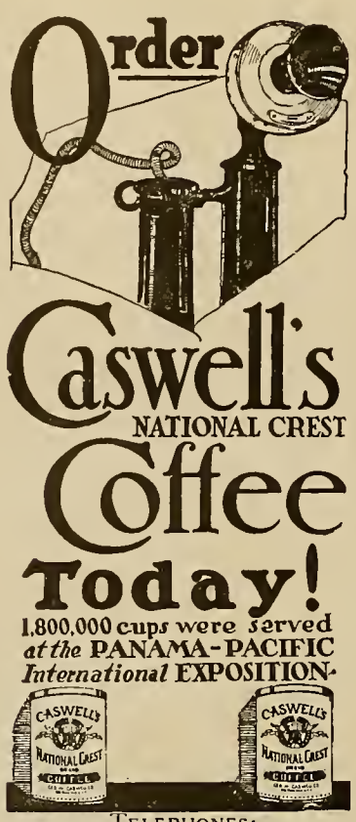


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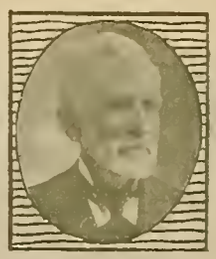

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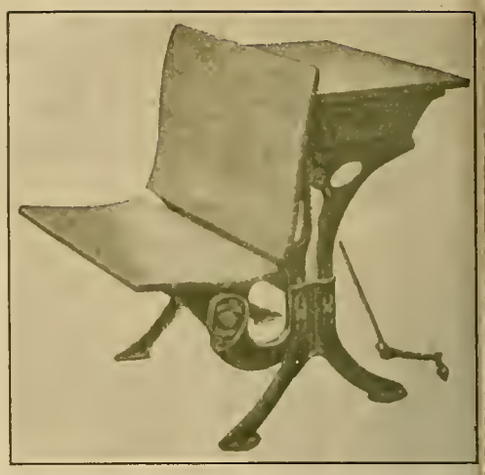

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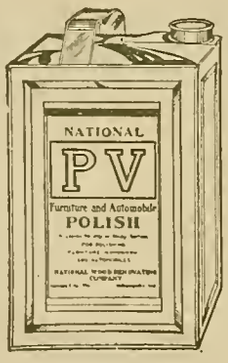


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Northern California Teachers' Association; Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association; Robt. Teall, Madera, President.

Southern California Teachers' Association. George C. Bush, President, Pasadena; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. Mark Keppel, Los Angeles, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

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## ENFRANCHISEMENT OF THE HIGH SCHOOL GRADUATE

By Horace M. Rebok

President of the California High School Teachers' Association and one of the Ablest Educational Leaders of California.

Some years ago, Honorable James Bryce, then ambassador to the United States from England, in an address before a group of school-masters, made some significant statements relative to the importance of the American high school in our scheme of public education.

Ambassador Bryce frankly stated it as his opinion that the American high school is the most unique and important public institution that has been developed by our democracy. He pointed out that the American high school would set the standard of our citizenship and determine the character of our democracy; that it is far enough up in the scale of intelligence to furnish community leadership, and far enough down to keep in touch with the whole body politic. He pointed out also that the university is too remote in its influence to determine the character of our democracy, but that the university would furnish leadership for our high schools, which, in turn, would supply leadership for the various communities composing the state.

Assuming that Ambassador Bryce was correct as to the tremendous significance and unique possibilities of the high school, it logically follows that the question of the objectives of high school education assume a paramount position in our educational discussions. Whatever else may be stated as objectives of secondary education, the one most generally agreed upon and emphasized by leaders everywhere is training for good citizenship. Just what constitutes good citizenship may be a matter for some discussion, and is generally defined by each largely from an individual point of view. But certain fundamental conceptions of good citizenship may be assumed in any definition attempted. These things may be set down as fundamentals:

(a) Economic responsibility.

(b) Moral and ethical standards squaring themselves with the best state of society.

(c) Ability to take an intelligent and responsible share in community interests, and in the practical processes of self-government. Such participation in government must be considered an essential to good citizenship in a democratic state.

With this conception of the importance and character of the high school in our scheme of government, and the responsibilities of those trained in our secondary schools for citizenship, I wish frankly to raise the question as to whether the American people have wisely used the product of their schools in building up the intelligence and character of the body politic.

In the past the franchise has been extended from time to time on the basis of sex, religion, property and physical age, and groups of citizens have been incorporated into the body politic without any particular consideration of any definite objective to be obtained. In the admission of new classes to the privilege of the franchise, only felons, the insane, idiots and fools have been excluded, while education and intelligence have had slight consideration.

**The proposition I wish to submit to the High School Teachers' Association of California is that this association should become responsible for submitting to the people, either through legislative enactment or by initiative proceedings, a proposition to extend the franchise to every high school graduate on the basis of his certificate of graduation. If training for citizenship is one of the paramount functions of the high school, why should not attaining the franchise be the goal of that period of instruction? The schools today are receiving thousands of foreigners in little groups, and putting them through a brief period of instruction in the formism of government.** A few of the general facts of American history are taught, but the main purpose of the course seems to be to enable the foreigner to answer categorically a limited number of questions as to the form and general functions of our governmental organization. At the end of a brief course, the foreigner, without any American background and with very feeble and limited understanding of our institutions, is endowed with all the responsibilities and privileges of citizenship, including the franchise. It cannot be successfully urged that the average foreigner, at the end of his course of training for citizenship, has a knowledge of American history and American institutions beyond that possessed by the seventh grade pupil in the public schools. Many millions of our voting population, including native citizens, cannot be rated above the fifth grade, and other millions, notably in New York State and the South, are illiterates.

**The proposal to enfranchise the high school graduate is a proposal to raise the standard of intelligent voting by the admission of a large body of citizens whose qualifications are far above the average voter today.** The high school graduate secures a good theoretical training in American history and civics, with vital interest in governmental problems aroused through classroom discussion and in debating groups, and just at this point, when he could be merged into the body politic prepared to apply his training to citizenship, he is put in cold storage for from one to four years. Now, cold storage will chill the ardor of almost anything. Cold storage eggs do not hatch, and cold storage citizens do not function. If training for citizenship is a legitimate and paramount function of the high school, then it would seem that the state should give the high school graduate an opportunity to participate in his government at the conclusion of his course of study in citizenship. Why should the state extend the franchise to the foreigner without an American background, and with much less training, and deny the franchise to the high school graduate?

California is now spending something like eighteen million dollars a year in secondary education. The part spent in training for citizenship is largely wasted by the postponement of the practical use of that training until the interest of the young citizen has been lost in the sordid politics of later years.

In economic and social life the state seems to take a different view of the high school graduate. The public demand is that high school pupils shall be trained for industrial and economic service; that they shall be efficient; that they shall be ready to apply their training to productive activities. Society assumes that the high school graduate is able and equipped to meet the problems of making a living. So certain is the state that its conclusion on the economic side of the child's life is correct, that it withdraws all protection of the youth beyond age sixteen. California, which stands

in the forefront in child labor laws, removes all barriers at the age of sixteen, except that for two years more the youth shall devote two hours a week to his further instruction.

The state further assumes that young men and young women are capable of assuming other important responsibilities before reaching the physical age of twenty-one. Girls are legally free to take on the responsibilities of matrimony and maternity at the age of eighteen, the establishment of family life, probably the most important responsibility of any human being, and vital to the welfare and perpetuity of the state. The state gives its sanction to such responsibility, and at the same time denies to the girl, though she be a high school graduate, the right to participate in determining the institutions and laws under which the family she is authorized to establish must live. Boys of eighteen may marry, with the parents' consent, and, in practice, thousands of them are allowed to do so without the consent of parents, and they, too, are denied the right to enter into the inheritance of the citizenship for which they have been far better trained than for parenthood.

Many advantages would accrue to society in the enfranchisement of our high school graduates at the end of their course. This year California has graduated about twelve thousand young men and young women from her high schools. This group of trained, independent young voters, steadily growing larger from year to year, would continually leaven the whole body politic. They have come from their studies familiar with American history and American institutions, with high ideals and independent thinking. Given the franchise, they would carry vitalizing interest in their discussion of public questions into every home represented, and these twelve thousand graduates this year would mean twelve thousand additional class rooms set up in twelve thousand homes in California for the discussion of public questions upon which voters are called to pass at each succeeding election.

Enfranchisement of the high school graduate would react tremendously to the advantage of the school. The work of the class room would assume new interest, new enthusiasm, and more concrete form. Citizenship would become an applied science, with a vitalizing force in the life of the young citizen. There would be a rising standard of teaching, and a new dignity to the profession of training the youth in our schools. With the prospect of responsible citizenship as a goal of high school graduation, the pupil, while still in his course, would be a more serious minded pupil, a better and more responsible citizen of the school. Responsibility sobers the judgment and develops capacity for responsibility. The teacher would then have some basis for a practical appeal to the ideals of responsible citizenship in the school, the home and the state, and some substantial grounds upon which to base an appeal for co-operation and support in enforcing rules, regulations and laws. Today the high school pupil is a child quite largely beyond the control of the home, and a citizen who has not yet felt his moral and legal responsibilities to society and the state. Make him a responsible member of society, and you change his whole attitude toward the home, the school and the state. Experience has shown that high school pupils, especially in their senior year, have great capacity for responsible leadership, far beyond the suspicions of their elders.

If the high school is to furnish a standard for our democracy, a level for our citizenship, if its function is to train for citizenship, if the state depends upon the high school to furnish leaders in the community, then a prime objective of training for citizenship in the high school should be the enfranchisement of the high school graduate at the end of his course. The physical age of twenty-one now fixed by law is a legal fiction, grown out of another and a military age, before the birth of modern education, and before states organized schools for the training of citizens.

## NEW HIGH SCHOOL FOR KERN

It is proposed to establish a high school at Tehachapi which would include fifteen districts and would serve the eastern portion of Kern county.

## LIVINGSTON WANTS UNION HIGH

Petitions are being circulated for the establishment of a union high school at Livingston, with every prospect of securing the signatures of a majority of the family heads in the various districts interested.

## CHANGES AMONG CALIFORNIA HIGH SCHOOL PRINCIPALSHIPS

Five new high schools outside of city systems will open for the first time in California this year. Two (Central Union and Sierra Union) are in Fresno county; two, Pescadero and Colma, are in San Mateo county, and Pleasanton in Alameda county.

A list of some forty changes in California principalships is given below. This list upon analysis gives some interesting data. Of the forty there are fourteen principals changing from the principalship of one high school to that of another; five vice-principals step into principalships, and the remainder of the new principals are teachers elected to the executive positions. It is noticeable that the teachers becoming principals come from every academic field. Commercial teachers lead, three becoming principals; others are grouped as physical training (1), English and history (1), history and geography (2), science and mathematics (1), mathematics and music (1), English, mathematics and history (1), English and Latin (1), mathematics and English (1), English (1), Science (1), French and Spanish (1), Science and Physical Training (1), etc. Four men come from outside of the state to be head of California high schools, two from Arizona, one each from Washington and Nevada.

## NEW CALIFORNIA HIGH SCHOOLS

Central Union (Fresno county)—Walter Martin, principal; last year acted as principal Manteca high school.

Colma—Neal O. Best, principal; last year vice-principal Vallejo high school.

Pescadero—Edwin Williamann, principal; last year acted as physical training teacher Piedmont schools.

Pleasanton—R. O. Moyer, principal; last year acted as English and history teacher from Centerville high school.

Sierra Union high school, Fresno county.

## CHANGES OF PRINCIPALSHIPS IN CALIFORNIA HIGH SCHOOLS

Atascadero—Archibald M. Fosdick, principal; last year acted as history and geography teacher Lowell high school, San Francisco.

Kern—H. A. Spindt, principal; elected last year.

Carpinteria—William Q. Osborn, principal; last year Polytechnic high school, San Francisco.

Ceres—H. W. Dahleen, principal; last year acted as principal Gustine high school.

Chino—E. J. Shives, principal; formerly of California Junior Republic high school, Chino.

Clovis—E. C. McKesson, principal; last year acted as vice-principal Chowchilla.

College City—Roy E. Learned, principal; last year acted as principal Los Molinos.

Danville—V. R. Belieu, principal; last year acted as commercial teacher, Gilroy.

Delano—L. A. Baker, principal; last year acted as vice-principal of same school.

Esparto—H. A. Sawyer, principal; last year acted as science and mathematics teacher Arroya Grande.

Etna Mills—H. Rode, principal; last year acted as principal, Clovis.

Fair Oaks—E. O. McCormick, principal; last year acted as principal Wilbur high school, Washington.

Fillmore—Jonas B. Ely, vice-principal, scheduled to succeed J. Wm. Gastrick, present incumbent, who is running for county superintendent of schools.

Fort Jones—Will Jessup, principal; last year acted as commercial teacher Morgan Hill.

Fowler—Edgar A. Rippey, principal; last year acted as principal Fair Oaks.

Gustine—Amos E. Clark, principal; last year acted as mathematics and music teacher, Hanford.

Greenville—Martin Singer, principal; last year acted as principal Paradise Branch high school.

Ione—R. R. Davis, principal; last year acted as principal Douglas, Arizona, high school.

Kerman—Wm. A. Otto, principal; last year acted as principal Fowler.

Laton—O. H. Richardson, principal; last year acted as superintendent schools Flagstaff, Arizona.

Los Gatos—A. W. Ayer, principal; last year Phoenix, Arizona high school.

Los Molinos—R. E. Warner, principal; last year acted as vice-principal Fortuna.

Loyalton—R. B. Montgomery, principal; from Hanford high school, head of commercial department.

Manteca—George I. Linn; from Stanford.

Newman—Thomas Downey, principal; Sacramento high school, teacher of English, Algebra and Latin.

Parlier—George W. Culbertson, principal; last year acted as teacher history and geography Porterville high school.

Raymond—Fraser Evans, principal; last year acted as English and Latin teacher Caruthers.

Reedley—Dr. E. W. Hauck, principal; last year supervising principal Siskiyou county high schools.

Ripon—Verne B. Brown, principal; last year teacher mathematics and English same school.

Roseville—E. W. Locher, principal; last year English teacher Auburn high school.

San Andreas—Francis W. Goff, principal; elected last year.

St. Helena—Roy T. Nichols, principal last year head science department Fremont high school, Oakland.

Templeton—D. E. Clark, principal.

Tracy—H. O. Williams, principal; last year principal Virginia City high school, Nevada.

Truckee—J. S. Griffin, principal; last year acted as French and Spanish teacher Yreka.

Weaverville—R. I. Lovett, principal; last year acted as science and physical training teacher Sebastopol.

Weed—Mr. Gossett, principal; from Stanford.

Williams—Raymond J. Palmer, principal; last year acted as science and physical training teacher, Durham high school.

Willits—R. C. Olmstead, principal; last year acted as English, mathematics, physical training teacher Elk Grove high school.

Yreka—A. G. Grant, principal; last year acted as principal Roseville.

# The Election of School Officials

For the first time in the history of the state the superintendent of public instruction is to be elected without an opponent. Will C. Wood, the present superintendent of public instruction and director of education, will be automatically continued in office. This is due, first, to his splendid service in selling education to the people, and second, to the high standard of professional ethics, which has become an unwritten law in California, that it is not professional to apply for a position in which the incumbent is giving satisfactory service. This unwritten law, which is sometimes broken, prevails in the election of many county superintendents in California. Of the fifty-eight counties in California, which under the constitution elect county superintendents every four years, more than half of them have only the present incumbent on the ticket for the election of August 29, 1922.

Alameda County—D. E. Martin, no opponent.

Alpine County—Miss Eugenia M. Bruns, no opponent.

Amador County—Mrs. Sabra Greenhalgh, no opponent.

Butte County—Irvin Passmore, elected under county charter provision.

Calaveras County—Teresa Rivara, not a candidate for re-election. Two candidates in the field.

Colusa County—Perle Sanderson, no opponent.

Contra Costa County—William H. Hanlon, has given expert service but has one opponent.

Del Norte County—E. A. Moore, no opponent.

El Dorado County—E. J. Fitzgerald, no opponent.

Fresno County—Clarence W. Edwards, no opponent.

Glenn County—S. M. Chaney, no opponent.

Humboldt County—Robert A. Bugbee, no opponent.

Inyo County—Mrs. M. A. Clarke, not a candidate for re-election. Two candidates in the field.

Imperial County—H. C. Coe, no opponent.

Kern County—L. E. Chenoweth, no opponent.

Kings County—Mrs. M. L. Richmond, one opponent.

Lake County—Miss Minerva Ferguson, no opponent.

Lassen County—Miss Julia A. Norwood, no opponent.

Los Angeles County—Mark Keppel, civil service under county charter.

Madera County—Craig Cunningham, not a candidate for re-election. One candidate.

Marin County—James B. Davidson, no opponent.

Mariposa County—John L. Dexter, not a candidate. Three candidates in the field.

Mendocino County—Roy Good, one opponent.

Merced County—Mrs. Belle Gribi, not a candidate. Two candidates in the field.

Modoc County—Nettie B. Harris, not a candidate. Two candidates in the field.

Mono County—Mildred Gregory, no opponent.

Monterey County—James F. Force, one opponent.

Napa County—Lena A. Jackson, no opponent.

Nevada County—Elizabeth M. Richards: "Yes, I have two opponents. None of us are registered in Who's Who—as yet."

Orange County—R. P. Mitchell, one opponent.

Placer County — Irene Burns, no opponent.

Plumas County—Mrs. Kate I. Donnelly, not a candidate. One in the field.

Riverside County—Ira C. Landis, no opponent.

Sacramento County—Carolyne M. Webb, not a candidate. Two candidates in the field.

San Benito County—Dorothy Slavin, one opponent.

San Bernardino County—Grace Stanley, not a candidate. Election under county charter act.

San Diego County—Ada York, no opponent.

San Francisco County — Alfred Roncovieri. Election under city charter provision January, 1923, unless legal status of county superintendent is adjudicated in the court.

San Joaquin County—Mrs. Effie S. Anderson, not a candidate. Four in the field.

San Luis Obispo County—Robert L. Bird, no opponent.

San Mateo County—Roy W. Cloud, no opponent.

Santa Barbara—A. S. Pope, no opponent.

Santa Clara County—Agnes Howe, one opponent.

Santa Cruz County—Cecil M. Davis, no opponent.

Shasta County—Mrs. Charlotte Cunningham, one opponent.

Sierra County—Belle Anderson, no opponent.

Siskiyou County—J. W. Miller, no opponent.

Solano County—Dan H. White. In previous years Mr. White has had serious opposition, but this year he writes: "Thank God, I am free to devote myself to the betterment of the schools."

Sonoma County—Ben Ballard, one opponent.

Stanislaus County—A. G. Elmore, one opponent.

Sutter County—Lizzie Vagedes, not a candidate. Two candidates in the field.

Tehama County—Mamie B. Lang. County charter system.

Trinity County—Lucy Young, no opponent.

Tulare County—J. E. Buckman, two opponents.

Tuolumne County—G. P. Morgan, no opponent.

Ventura County—Mrs. Blanche T. Reynolds, one opponent.

Yolo County—Harriet S. Lee, no opponent.

Yuba County—Jennie Malaley, no opponent.

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# :: EDITORIAL COMMENT ::

**FRED M. HUNTER,** superintendent of Oakland schools, says of the 1923 N. E. A. convention: "I believe no more important step was taken at the Boston convention than the preliminary work looking toward a union of the educational forces of the nations of the world."

At the Oakland convention next year, delegates will be in attendance from Great Britain, France, Italy, Japan and other nations. Progress comes from open-minded, open-handed, interchange of ideas. Education is climbing from its deep-worn rut.

**A WOMAN IMMIGRANT** was recently held at Ellis Island as a pauper. Examination revealed a small fortune of $75,000 in money and negotiable paper concealed in her clothing. Possession of money does not constitute wealth. Its only value is in its use.

**TO BUY WISELY** is to obtain full value. Value in practical usage means utility. A diamond ring has value only as an ornament. Its utility value is nil.

A phonograph or victrola has value in a schoolroom. The machinery, that part which reproduces, is the utility feature. That is worthwhile. The expensive mahogany or walnut case costing $150 or $200, or more, is extravagance. A $50 machine reproduces exactly as well.

Every schoolroom can use and should use in its daily work the phonograph; but—obtain full value. Leave the expensive case to the homes.

**THE GREATEST WOMEN** in the world. Who are they? Each picks his own list. Many confound prominence with worth, hence the names featured on the various lists of twelve. Movie actresses whose greatest achievement is a smile or a curl rub shoulders with authors and suffragettes. No one list can satisfy beyond controversy.

Somewhere in each list, high or low, stands the name of a teacher who at some period in one's life represented inspiration and encouragement. She was perhaps unknown outside her little sphere, but she had worth, an influence which lived. Fame is a bubble; it may be attained by beauty, or ugliness, or a clever press agent. Worth must be lived.

**$15,000,000.** That is the expenditure necessary during the next five years to provide for San Francisco's requirements in new school buildings and additions. The city has grown vastly beyond its school facilities. Buildings must be provided. The legal limit of taxation is too low to furnish the necessary amount. A bond issue of $10,000,000 is proposed and will be carried overwhelmingly.

San Francisco is not alone. Practically every community in the state finds its schools overcrowded. Los Angeles recently voted bonds to the extent of $17,000,000, all to be expended in school building. Each school finds enormously increased attendance in all elementary and high schools in all parts of the state. And California has scarcely begun her growth.

**HIGHER SALARIES** are earned and demanded. Pomona finds its established schedule of salaries impossible of maintenance. City Superintendent of Schools G. V. Whaley was unable to fill existing vacancies in the science departments of the high school, after numerous interviews with prospective applicants. Strong teachers found no difficulty in placing themselves at salaries ranging five hundred to a thousand dollars higher than Pomona's schedule. As a consequence Superintendent Whaley is authorized to offer higher salaries to teachers of chemistry, physics, agriculture, biology and social sciences, with the probability of a revision for next year of the entire schedule.

Efficiency in any line demands higher pay—and gets it.

**MARIE BERNAL BUFFET,** said to be the last of the Indians who called the San Francisco peninsula their home, is passing her last days in poverty and distress. Her grandfather, Pedro Acanta, was Father Junipero Serra's devoted friend, and helped in the building of the Mission Dolores in 1776. The padres helped the Indians to live more comfortably. That was more than a hundred years ago, before civilization came to California. Civilization allows its oldest native daughters to die in poverty. Civilization as we live it still has its deficiencies.

**ACETYLENE TORCHES** and air-driven chisels cut deep into the steel sheathing. Great ships of war are denuded of their adamantine flesh and stand as lifeless skeletons which in turn are dismembered and laid flat. Crocodile shears cut armor plate to scrap which will be forged into plowshares. The navy yards are once more scenes of rushing activity—a destructive activity which is a great constructive force toward world peace.

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New Books for High Schools Added to State List in July

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THE "OLD MAID" should, according to Prof. Wm. M. Aiken of New York, be eliminated from our schools. Just what does the professor mean by "old maid?" If he means what we think he means, we are in hearty agreement. There are "old maids,"—and not all of them are women.

### AGRICULTURAL TEACHERS IN SESSION

By R. J. Werner

One of the most outstanding features of the convention of Agricultural Teachers of California, which was held at the Northern Branch of the College of Agriculture at Davis on July 10th and 11th, was the superior type of men who are entering the field of vocational agricultural education.

"It is extremely gratifying to me," said Mr. H. M. Skidmore, Federal agent in agricultural education, "to see so many high-grade men interesting themselves in this big work. The future of agricultural education is in very good hands in California. Other states throughout the West and farther East, are looking to California for leadership—and they will not be disappointed. One hundred and thirty teachers, representing the five agricultural regions of the state, were present and most of them took part in the discussions which followed all papers.

The conference was handicapped in a measure by the large numbers involved, but it offered a wider range of experience from which to draw material.

Mr. J. B. Lillard, state supervisor for agricultural education, had charge of the first program and introduced Director C. B. Hutchison of the college and Mr. Skidmore. Director Hutchison's topic was "The Aim of the Rural Teachers," which was to have a prosperous, happy, contented, intelligent family on every American farm. "The Annual Program of Work" was discussed by Mr. Skidmore. The history of vocational education was presented by Dr. Edwin R. Snyder, commissioner of vocational education for California, who was instrumental in placing the vocational work before the people of this state. Mr. J. C. Beswick, state supervisor for trades and industrial education, correlated the agricultural work with the other fields of vocational work and outlined the future possibilities for this work in California. Mr. L. M. Rochl and Dr. Benjamin R. Crandall discussed work relating to the summer session.

The meeting of the California Agricultural Teachers' Association was held on Tuesday. The leaders of the discussions were H. K. Dickson of Kern County Union High, R. J. Werner of Esparto Union High, R. A. Condee from George Jr. Republic, and C. E. York of Campbell High. These men discussed the problems of the agricultural teacher.

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No class of micro-organisms have been more intimately associated with the development of the human race than Yeast. Microscopic examinations have revealed the presence of yeast cells in bread found with the ancient Egyptian mummies. From early Greek history we learn that Hippocrates recommended the feeding of Yeast in various cases of illness. The early Norsemen put Yeast in milk as a drink to stimulate energy and vigor. The Monks of the Middle Ages employed yeast to fight the great plagues.

To modern science, however, we owe our thanks for solving the mystery of Yeast and its wonderful food properties. These mysterious food factors found in Yeast are now known as Vitamins and we are told that without them our bodies suffer, we lose weight and become susceptible to disease; but by supplying our bodies with these precious Vitamins we can enjoy health, vigor and energy.

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## LITTLE WHITE SCHOOL HOUSE HOLDS FIRST PLACE

Schools are cleaning up. The dingy school room of a decade ago, with its battered, ink-bespattered desks, is not so often seen. The "little red school house" is now, more often than not, the "little white school house," and it is clean inside and out. Sometimes it is new, all the way through, walls and floors and roof and furniture. Often it is the old building, repaired and repainted, and with the old desks refinished and shining. Dirt and grime have no place among today's children.

Over in Oakland is an establishment which is new to the Coast, or at least only two years a resident, the National Wood Renovating Company, which is taking a big part in eliminating the "little red school house." Into its tanks go the desks of yesterday and of the day before; desks at which we sat more years ago than we like to count. From their minute's bath the old desks emerge in the whiteness of the new wood, minus the accumulated grime of the years, minus the old, scratched varnish, and ready for the coat or two of new finish which shall make them fit for the sanitary children of today.

Don't think these old-new desks go only into the little country school houses. All up and down the Coast and across the mountains, the schools of seven states are feeling the influence of the Oakland factory. One city alone, Portland, Oregon, has during this summer vacation renovated 10,000 of its school desks. Berkeley, Sacramento, Stockton, Long Beach, Los Angeles—not a town of size but is cleaning up with the Casmire process.

It's an interesting place, this factory. It started out with 18000 feet of floor space less than two years ago. Last October it moved into its three-story building, and because it felt it had vastly too much room one floor was leased—one floor and parts of two others—to other parties; leases which had to be bought back because of the unforeseen growth. In less than two years a growth from 1800 square feet of space to 18,000. Aren't the schools cleaning up?

It isn't all cleaning. The factory is making here some twenty or more different things that are used in the schools; erasers, metal and floor polishes, squeegees—a lot of things you forget are part of school equipment until they are needed. And the manager, M. A. Reeves, says that more products are coming.

---

Improvements in school facilities from the elementary grades to the administrative department have been in progress in Santa Barbara, where Paul E. Stewart is superintendent. New buildings completed are an administration building which will house the superintendent, his assistants and the board of education and two sixteen-room elementary school buildings approximating in cost with their furnishings $160,000. Cleaning, renovating and improvements in school grounds and buildings is being completed. Surfacing the playgrounds has been a feature of the work accomplished.

Superintendent Roy Good of Mendocino county has appointed Edward Blackman as assistant superintendent and supervisor of rural schools. Blackman was for eight years principal of the Willits high school, and for two years supervising principal of the grammar schools of that town. For two years past he has been in charge of the St. Helena school. He also served a two year term as president of the Mendocino County Board of Education.

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Miss Eva Moreland, head of the English department of the San Rafael high school, has resigned her position. It is understood that she is to act in the capacity of personal assistant to an instructor in the agricultural department of the Tulare high school.

---

Miss Ruth Huffman succeeds Miss Gladys Lukes, resigned, as instructor in typing at the San Rafael high school. Miss Roberta Clarke of Taft replaces Miss Morgan, and C. L. Gowan of St. Vincent's succeeds S. E. Renzone in charge of manual training.

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Miss Verna Himes is in charge of the art department of the Healdsburg high school, her work at San Rafael being taken over by Miss Hermann of the Arts and Crafts school of Berkeley.

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Miss Ruth Starr is succeeded at San Rafael by Miss Jensen of Sonoma, who now has charge of the domestic science department. Miss Starr takes up the same work at Healdsburg.

---

Miss Sabra R. Greenhalgh, superintendent of Amador county schools, is adding to her staff both an attendance officer and a supervisor of music and physical education.

Miss Georgia Hawkins has been elected president of the San Francisco School Women's League; with Miss Robinson, vice-president, Miss Ida Kervan, secretary, and Miss Louise Freese, treasurer.

---

H. V. Hills, for two years the acting principal of the Santa Barbara Junior High school, has taken the vice-principalship of the Redondo Beach High school, acting as boys' advisor. W. J. Kircher resigns as principal of the Garfield grammar school in the Oak Park district to take Mr. Hills' place in the Santa Barbara Junior High school.


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SAN FRANCISCO

J. J. Duval, former supervising principal of the Columbia school in Fresno and the author of "Civil Government Simplified," died recently. He was one of the pioneer teachers of the San Joaquin Valley and had many friends and thousands of pupils who regret his passing.

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The Colma High School will open in temporary quarters in Jefferson Hall, Colma. N. O. Best, principal of the high school, expects an enrollment of some 60 first-year students. No attempt will be made to handle any upper classes. Children during instruction in upper grades will be transported to neighboring high schools. Mr. Best will handle algebra and commercial arithmetic. Mrs. Barto Molineau, English, drawing; Miss Gilda Belloni, civics, vocational guidance and general science; Miss Gladys Lukes, commercial and Spanish.

---

Dr. Karl H. Edlund, for several years assistant in chemistry at the University of California, is now in charge of physics and chemistry of the junior college department of the Humboldt State Teachers' College.

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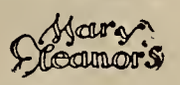


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## BETTER UNDERSTANDING, CLOSER RELATIONS WITH MEXICO

By Prof. Oscar Galeno

Americans are accustomed to think of the Mexican as a being of rather a low order of intelligence; a laborer, rather, dirty, indolent, and not far removed from the savage. Americans recognize, of course, that some Mexicans are intelligent, but even these they are apt to class as inferior to the Americans, and to hold that the general mass of the Mexican people is ignorant and but slightly civilized.

The Mexicans recognize this feeling on the part of their northern neighbors, and it arouses a natural feeling of resentment. By many it is misunderstood and translated into terms of hatred. I was in Mexico for two years during the war, conducting English classes in the city of Mexico—I had over 1500 students, representing all classes of people—and was able to reach a deeper knowledge of the people, their ability, their ambitions, their real feeling, than could have been secured by one less closely connected by sympathy and common language.

Knowing me as of the Latin-American countries—I am a Chilean — they spoke more freely to me than they would to one who in tongue and origin was more removed. A pupil said one day in one of my classes, "Professor Galeno, why do the Americans hate us?"

Now I knew that, except on the border, there is no general feeling of hatred toward the Mexicans; it is only the prevalent feeling of inferiority. But I knew, too, the deep-seated belief through all of Mexico, especially among the peons, in this hatred of them by Americans. And so I replied, "You know that I am not an American, but I have lived in the United States and know it for a wonderful country. I am not a Mexican, although I speak your tongue and am happy to live among you in your beautiful country. So when I speak it as the friend of both. You know, senor, that there are bad Mexicans just as there are bad Americans. The bad American will rob and kill the Mexican, just as bad Mexicans might kill and rob the American, but only a few of either race are bad.

"You know, too, that sometimes neighbors will quarrel and fight simply because they do not understand each other. That is the real trouble with Mexico and the United States; they do not understand. If you knew the wonderful achievements of the United States, their remarkable progress and the genuine friendliness of the people; if they knew of your wonderful country, your ancient civilization, your own friendliness, there could be no feeling of hatred on either side."

America does not know Mexico. The daily papers count as news only that which is sensational, so Mexico is given prominence as a land of bandits. It is on the contrary a land as peace-loving as its neighbor; a country of wonderful resources and with a civilization more ancient than any north of Peru; a higher civilization, perhaps, than that of the Incas.

The Mexican people, for the most part of Aztec and Spanish ancestry, are shrewd and intelligent. They are adaptable. They are diligent, and capable under instruction of expression in the arts. There are among them splendid artists and musicians. Their heritage from the ancient Aztec is a glorious one.

They are humble, for they have been oppressed for centuries. They are loyal, industrious, and have the qualities which make for progress. Mexico, understanding the United States as a friend, will make as satisfactory a neighbor as does Canada.

Prof. Galeno's Class in Spanish, San Francisco

What is needed is clear mutual understanding; and this is to be attained only through education, a common understanding of the literature and history and aims of the two nations. Mexico realizes this. Mexico is pro-education, and is encouraging all educational institutions. President Obregon is personally giving all assistance possible in the establishment in Mexico of foreign schools and colleges.

Prof. Oscar Galeno, Spanish Costume

Mexico City has, of course, its fine university, but the country is too large for the present educational institutions. It took Chile fifty years to produce its present fine educational system. Mexico is six times the size of Chile and must, for the present, look to the outside for assistance in establishing schools and colleges. Particularly does she need schools which shall teach English, and with the language a knowledge of American ideals, customs and history.

I hope to see before long the realization of my motto, "Better understanding—closer relations." Let it be so manifested that by the side of the railroad crossing the Rio Grande to Mexico may stand an emblem similar to that of "El Cristo de los Andes," which bears the inscription "Sooner shall these mountains crumble into dust than the people of Argentine and Chile break the peace which they have sworn to maintain at the feet of Christ the Redeemer."

**Editor's Note:** Prof. Galeno is especially well qualified to speak of conditions in Mexico. He is a man of education, not only in the Chilean universities but also in the schools of Europe and the United States. He has lived as an impartial observer in both Mexico and the United States. He has been connected with the consular service. He is prominently situated as an educator, both through his twelve years of teaching and as the author of the "Galeno Natural Method" of teaching Spanish and English, his textbooks being adopted by both West Point and the Annapolis naval academy.

In pursuance of his desire to see closer relations and better understanding between those of the United States and the citizens of the Latin Americas, Professor Galeno is conducting classes in Spanish, teaching it not merely as grammar or a vocabulary, but conversationally, for practical use. He has given this instruction to over 14,000 students. His New York classes alone reached 7000, and in his two years in Mexico during the war taught 1500 pupils.

He greatly desires to see the establishment in Mexico City of a great American university, with American Spanish-speaking instructors, believing that in this lies the germ of the better understanding he wishes to see attained.

Prof. Oscar Galeno

### SUTTER CONSOLIDATED

The grammar school districts of Yuba, Lincoln, Barry, Grant, Gaither, Central and Wilson have voted to organize a union high school district.

### BUSINESS COLLEGE BUILDS

Plans have been prepared for a two-story reinforced concrete building which will house the Armstrong School for Private Secretaries, of Berkeley. It is to be erected on the corner of Kittridge street and Harold Way, and is to cost approximately $85,000.

### NEW SCIENCE HALL

According to Father Zacheus J. Maher, president of the University of Santa Clara, a new "science hall" is to be erected at a cost exceeding $200,000. The building when completed is to be accepted by the premedical, physics and chemistry departments.

### WEBSTER UNION HIGH SCHOOL

The building which will house the newly combined districts of Walnut, Webster, Clayton and Antelope, now being erected four miles north of Chico, is to be of the Spanish renaissance type of architecture, with a frontage of 170 feet.

### WITH THE TEACHERS

Dr. W. E. Hauck, for the past three years at the head of the Siskiyou Union high school, is now principal and district superintendent of the Tulare-Fresno county joint high school at Reedley.

J. E. Gore, formerly instructor in agriculture at the Van Nuys high school, resigns to take up farming. Succeeding him is Rupert L. Stewart, who has for two years held a similar position with the Pomona high school.

Dr. A. M. Fosdick, A.M., A.B., D.E., is now principal of the Margarita Black Union high school and suprvising principal of the Atascadero grammar school. Dr. Fosdick was an instructor in school administration at the University of California when called by the Atascadera trustees.

Kern County Union high school adds to its faculty the following teachers: Miss Miriam Burt, teacher of Spanish; Miss Maybelle Mentzer, English; Albert E. Roach, machine drawing; Miss Miriam Peairs, English; Miss Eunice Eubele, art; Frederick Ryan, history, civics and kindred subjects; Miss Marguerite Waite, Spanish and French; George Sagen, mathematics; Miss Winifred Perry, music; Geo. W. Gurr, mechanical drawing.

A. G. Grant, who succeeds Dr. Hauck as district superintendent of the Siskiyou Union high schools, will have charge of the high schools of Yreka, Fort Jones, Sisson, Weed, Montague, McCloud, Dorris and Maiton. He was formerly principal of the Roseville school.

J. R. Edwards is instructor in history and physical education in Washington Union high school at Centerville, Alameda county. He was last year at Dinuba.

Miss Janie C. Michaels, for five years principal of the schools at Taft, is now vice-principal of the Downey high school. Other new teachers in the faculty are: Miss Mary Probst, formerly of the Paso Robles high school, instructor in history and commercial courses; Miss Janie Nunn, formerly of Pomona, music; E. D. Wickham, science and mathematics, from Minnesota schools.

Among the new members of the faculty in the Berkeley high schools are: Randolph Venegrift, probationary partial day, history; E. B. Ellis, probationary in mechanical arts; Miss Louise Boyer, probationary in commercial; Miss Constance G. Edmunds, probationary, Spanish; Mrs. Sara B. Lake, probationary, Spanish, and Miss Edna Welch, commercial.

Miss Docia Patchett succeeds Miss Hazel M. Fisher as vice-principal of the Santa Rosa high school, the latter joining the faculty of the San Francisco polytechnic high.

The Santa Rosa high school board has given an appointment as teacher in the science department to Miss Charlotte Dawson.

Miss Stacy Armstrong has received from the hands of the county superintendent of schools for Yolo county, Miss Harriett Lee, appointment to the position of rural supervisor. She has been in the Woodland schools for eight years.

J. W. Miller succeeds, by appointment, W. L. Kleaver as county superintendent of schools for Shasta county.

E. R. Rippey leaves the Fair Oaks high school to take the principalship of the high school at Fowler.

### FIFTEEN THOUSAND SUPPLEMENTAL TEXTS FURNISHED SCHOOLS BY COUNTY LIBRARIAN

An average of 100 supplementary books sent out for each day of the school year. That is the record of the county librarian of Contra Costa, Mrs. Whitbeck, and it probably stands as a record for California counties.

Contra Costa's county library handled during the last school year a total of 19,560 books, of which 14,942 were supplementary texts. It also sent out to the schools 624 music records, 494 pictures, 21 maps, 40 charts, 2298 storygraph pictures and 431 periodicals, but the big feature of the county librarian's work lies in the supplementary texts which are made available for the use of the schools.

For these books Mrs. Whitbeck expended a total of nearly $10,000; not for salaries or expenses or transportation, but for books, books which add interest and value to the study subjects of the schools. Contra Costa is a live county, awake to the direct return from every educational advantage given her children. Mrs. Whitbeck is a wide-awake librarian, with a keen interest in seeing that the county schools make full use of the books in her charge, and her books now total 37,240.

She is engaged, as time permits, in thoroughly overhauling the school libraries of the county, in which she finds the accumulated volumes of fifty years of use. Many of these books are long since obsolete and useless, and these are destroyed. Some interesting volumes of Californians are found and preserved. Shelves which have served as a catch-all are cleaned of accumulated trash, and the school library put in condition for use.

Contra Costa has found that children desire fresh material, and will use it; they must have variety. Contra Costa knows the importance of holding the children's interest, hence the $10,000 expended.

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Why is Bank Stock paper better for the eyes than ordinary white paper?

ANSWER
Because Bank Stock paper, by reason of its scientific tint, absorbs a certain percentage of light rays which are ordinarily reflected back into the eyes from white paper.

PROBLEM
Define Bank Stock quality.

ANSWER
In school work it is important to have a paper of uniform finish, texture, and weight, that is suitable for either pen or pencil and that takes erasures well. As Bank Stock is made according to a definite formula these points of quality are assured.

PROBLEM
What is meant by "The Bank Stock Line"?

ANSWER
"The Bank Stock Line refers to a complete line of school blank books which come in sufficient variety to meet the needs of every subject.

PROBLEM
How is Bank Stock School Stationery distinguished?

ANSWER
In two ways: By the elephant head trademark on each blank book and by the Bank Stock watermark noticeable in every sheet when held to the light.

PROBLEM
Where can Bank Stock be procured?

ANSWER
Through the School Board, the Principal, the school supply dealer, or direct from the makers, the Mysell-Rollins Bank Note Co., 32 Clay St., San Francisco.

### SAN BERNARDINO COUNTY

Sixteen to one is the proportion of women teachers to men in the schools of San Bernardino county, according to the annual report of County Superintendent Grace C. Stanley. There are in the elementary schools 429 teachers, of whom 25 are men, and only five of the men are at the head of their schools. Of the 404 women, 38 are principals. The cost of operation of the elementary schools during the year was $1,243,758, of which the state appropriated $301,770. Valuation of all school property is placed at $1,955,339, including school libraries holding 95,863 volumes.

# CONTRA COSTA REALIZING A DEFINITE IDEAL

By Harry Noyes Pratt

I have known housewives who were always scurrying to catch up with their work; breakfast dishes lying unwashed while they hurried to the delicatessen for food for a belated lunch; unfinished work waiting on never-arriving opportunity. And I have known women whose households moved on smooth, un-creaking wheels, each task co-related, foreseen and provided for, adequately programmed.

All over the country our schools are hurrying, hurrying. Our school boards are like flurried housewives trying to keep up with yesterday's work; counting themselves doubly fortunate if today is met, and with no plan for tomorrow.

Across the bay, over on that "opposite shore," hemmed in by the hills which look up to Mt. Diablo, is a different housewife. Contra Costa county is different, distinctly different, in its treatment of school affairs. It is a community — look up, by-the-way, the meaning and derivation of that word, for it is used advisedly—a community with a vision, and a vision toward whose realization it is definitely working. And this vision—ideal, if you will—toward whose attainment Contra Costa now works is that of one man, County Superintendent William H. Hanlon, who for sixteen years has steadily and patiently labored to bring all the people of the county to see that same ideal.

### Weakness of Educational Systems

The idea itself is not new. Educators the world over have known for many years that the greatest weakness of our educational systems has been in the submergence of the individual. Educational training has been by classes. The pupil of slower mentality has been left groping behind. The genius has been held back to the slower average. The effort has been to mold the pupil to the system, to turn out a standardized product in which all would be cut to the same pattern.

This pattern has been constantly changed, and educators have called this change progress, but the underlying methods of manufacture remained essentially the same. They realized the weakness of their methods; saw the folly, the criminality, of the attempt to bring all pupils to the one standard. The difficulty lay in finding a remedy. Destructive criticism is easy. A constructive program is another matter.

Superintendent Hanlon is a man of patience. He might, when he took charge of the county's educational plant sixteen years ago, have turned affairs upside down in the effort to make a record for himself, in the vain endeavor to realize this ideal of individual training. Many young men would have done this, would have torn down without a definite plan of rebuilding. Hanlon is of a different type.

He commenced to lay his plans. Present needs must be met, of course, and Hanlon met them, but—meeting them—he kept in mind the needs of next year, and the next. The meeting of physical need and mental need: always the endeavor was to shape matters toward an eventual working out to the need of the individual. And here is what has been accomplished.

### Physical Survey of Schools

Believing that, for several reasons, the opinion of an unbiased outsider would be of greatest value, Hanlon looked around for a competent man to make a survey of Contra Costa's schools. In Dr. Frank W. Hart, graduate of Columbia and connected with the educational department of the University of California, Hanlon found a specialist, a man exceptionally well equipped for the work. This is his field. He knows it, loves it, lives it. Dr. Hart and his corps of assistants, twenty-five or thirty of them, went over the county. They measured the school buildings as to capacity and adaptability to school needs; they counted the population and made an estimate of probable growth based upon the history and growth of the county in the past.

Data in hand, they looked ahead and made out their program for the physical needs of the county schools, not for two years ahead, or five, but with the view of adequately meeting school needs for fifteen and twenty years. It is a program not for the Concord district, or Martinez, or Richmond; it is a program for the Contra Costa schools as a whole. It is a program which means economy, economy of money and time and effort. It is more than that. It is a program which relates to that vision of Hanlon's, that individual teaching which shall give to every pupil the opportunity to work to full capacity, no more, no less.

### Reaching the Individual

Listen. The reaching of the individual pupil may be attained in two ways. The teaching force may be so multiplied as to give time and opportunity for individual work. That is impractical. It means an infinite multiplication of expense in salaries, buildings and equipment. On the other hand, the pupils may be formed into groups of such size that, with minimum expenditure for salaries and equipment, pupils of the same mental capacity may be brought together and receive instruction according to their mentality; instruction which for all purposes is individual. This is practical.

Dr. Hart's report is not yet ready. It will be interesting reading, and valuable reading, when it is published. This much of it is known: His plan for the county is based upon the forming of larger groups. Contra Costa's 53 school centers are, under his plan, to be reduced to 15. Not immediately; there is to be no disruption of the school system. It means a gradual elimination of the small school centers and a bringing of the children into groups of about a thousand pupils, with approximately 35 teachers for each group. It means the extension to the whole county, on a scientific program looking to future growth, of the idea of consolidation.

New school buildings erected are built with this in mind. They are built as units of the larger structure to be. Those sections which by reason of small population and situation would naturally not be centers under the new plan are not being encouraged to build new schools. Hart and Hanlon view the school plant as a modern manager views his industrial plant. It is the insertion of modern business methods and business ideas into a department of civic life which has commonly lagged far behind the procession. It is modern efficiency injected into the physical side of the school.

Modern efficiency as applied to schools may sound cold and unsympathetic. It isn't. It is common sense. It is what any sensible man would do with a valuable property. The public generally hasn't been sensible when it came to schools. What does the average man know of the school plant in which is invested thousands and hundreds of thousands of dollars? Nothing. He takes it for granted, and consequently it has run as things taken for granted always run; sometimes well, usually ill, which means expensively.

### Survey of Pupils

And when it comes to the pupils, what? No trace there of lack of sympathy. Hanlon, mind you, is getting down to the needs of the individual, and that means sympathy for the individual. Here is what he is doing. Through his highly efficient staff of assistants a survey has been made of the children of the county. Each child has been examined for physical deficiencies and a record made. Where correctible deficiencies exist, effort is made to have the parents secure adequate professional service. The members of the dentists' organization of the county have co-operated in this work and given liberally of their time. Many of the minor defects, as regards teeth, are remedied on the spot. The health nurse has a portable dental outfit which is available for use. With the opening of the fall term Contra Costa will have the service of a special nurse for this work, an "oral hygienist."

Mental examinations are given — each child has had two tests so far—and the pupils rated according to their natural abilities, the scoring being given in accordance with the system used the coutry over. This is all card indexed and tabulated. In Hanlon's office is the pupil history of the county, showing each pupil's entrance into the schools, his physical condition, the grades repeated or grades skipped, and all other information needed to give an idea of the individual's capacity in the light of past accomplishment.

### Check on Teacher and Pupil

What is the result? A pupil who has one year made satisfactory progress shows the following year a marked decline, perhaps in one subject, perhaps in all. The central office, Hanlon's office, immediately demands, "Why?" The report of the pupil's physical condition shows no explanation of the slump. Is it the fault of home conditions? Is it the fault of the teacher? If so, how, and why? Hanlon says each child must have the opportunity to work up to his capacity. If the cards in the central office indicate that such opportunity is not given, woe betide the teacher responsible! A dullard must not hold back a class; neither must a class hold back a genius. Opportunity according to capacity in either case.

Perhaps the slump in progress is due to the incorrigibility of the child. If so, there is always a reason why; usually a remedy. Under the old method the "remedy" administered was punishment. Modern efficiency demands more adequate remedies. Arouse the interest of the incorrigible,

Hanlon says; give the mind work which it wants to do.

Here, in short, is what this complete tabulation or diagnosis does: It gives the basis for more sympathetic interest of the teacher in the individual, through pointing out the weaknesses of the individual. It gives the basis for a definite procedure in building up. It shows up the deficiencies of the teachers, giving them opportunity for bettering their work. It will, eventually, form the basis of a system wherein the teacher will be paid according to her actual ability and accomplishment. The teacher who makes satisfactory progress with a class mentally slow will receive the same credit given to a teacher who happens to deal with a class formed of exceptionally bright pupils.

### Vocational Tests

Not alone is the child's mentality tested in the ordinary school subjects; he is also tested in various ways as to his deftness and mechanical ability, giving information which is of value in preparing him for the profession or trade which he desires to follow. It aids in keeping the pupil's interest throughout the school course. The average child, by the time he has finished six of his eight years in the elementary grades, is tired of school. Here is where the junior high school course enters in. Made up of short terms of vocational courses, the pupil has the opportunity of trying out a vocation before definitely entering upon it. If he finds that his desire for a certain vocation is a passing one, he wastes little time. Furnished with his complete school history, the teacher is better able to advise and aid in his choice.

Another aid to efficiency installed by Hanlon—bear in mind that Hanlon is treating the whole school machine as a business proposition—is that of the "graph" card furnished each pupil from time to time. Each subject on this card has its own "graph" line, showing what progress should be expected of the pupil in the light of his school history. A falling of the pupil's line below the subject "graph" line is used as an incentive to the building up of his work. The average child is eager to bring his individual line up to, or above, the subject "graph."

All practical, isn't it? A definite step toward the ideal of individual instruction? It isn't perfect; Hanlon is the first to disclaim that. He and his staff—Robert J. White, assistant superintendent of schools; Miss May McNamara, deputy superintendent; Miss Rachel K. Miller, health nurse; Miss Bertha Weber, supervisor of music; Mrs. Myrtle Holloway, in charge of research work—are still building in the effort to turn out, not a standardized product, but the best Susie Smiths and Johnny Joneses of which the schools are capable; the effort to give each child the opportunity of working up to his full capacity.

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### THE EVERYDAY HEALTH SERIES

"People who are well get much more out of life than those who are sick." It is from this angle that the authors (M. V. O'Shea, professor of education at the University of Wisconsin, and J. H. Kellogg, superintendent of the Battle Creek Sanitarium) present to the pupils of the elementary grades these two volumes: "Building Health Habits" and "Keeping the Body in Health." The lessons are presented so as to awaken the desire to live in a manner to develop that strength and vigor for attainment which is the goal of every normal child.

Mere admonition toward healthful living is ineffectual with the typical child. Competition with his fellows, the promise of increased energy for play and games, success through living in the normal, healthful way: these are the incentives brought before the pupils in an interesting, easily written manner by the authors. Little attention is given to anatomy, and physiology sufficient only to form a foundation for the health facts discussed.

Extensive use is made of photographs and diagrams, equally interesting with the text. Many interesting experiments, well within the range of the child, are set forth and illustrated. Best of all, the books, while simply written, are not written "down to" the intelligence of the child, and will prove interesting to pupils of all grades below the high school.

Health problems and review questions, for the use of teacher and pupil, follow each chapter.

"Building Health Habits," and "Keeping the Body in Health," by O'Shea and Kellogg. The Macmillan Company, New York.

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### MENDOCINO COUNTY SCHOOLS

**Roy Good**
Superintendent of Schools

Ten school buildings constructed at a cost of $275,000; the appointment of Edward Blackman as rural school supervisor; lengthening of the school term; several hundred visits paid to schools and aid given to teachers in their work, besides the regular routine of a county school superintendent's office, are some of the features of the work accomplished by Roy Good, county superintendent of schools in Mendocino County during the past year. In summing up the work and all that he has been able to accomplish for the good of the schools during his four years in charge, the Mendocino superintendent stated as one of the ideals in the work that "the proper education of the growing citizen is of supreme importance, not only to the individual and his family, but also to the physical and spiritual welfare of the state in which we live."

The building program carried out in Mendocino County has not only had the children in mind but it has included the interests of the community and aims to have a civic center for general transfusion of knowledge among the people of the district as well as a place of amusement for the people.

Districts where new schools have just been built or are still in course of construction include: Fort Bragg, Ukiah, Hopland, Anderson Valley, Potter Valley, Willits, Redwood Valley, Spyrock, Red Rock and Simmerly. Plans for new school buildings have been drawn for Calpella, Irmulco, Reservation and Ryan Creek.

It was owing to Superintendent Good that a mass meeting of taxpayers was called in 1920 which resulted in the appointment of a committee which made an arrangement whereby the valuation of the county was raised from $18,000,000 to $27,000,000. This increased the amount of money received for the elementary schools of the county from $84,000 to $132,000. With the vote of the people of the state in 1921 for increased funds and setting the minimum school year, the Mendocino County schools lengthened their school term and the people of the county have proved that they stand for more and better education and that they are willing to give such a movement their support.

Some of the work planned for the immediate future in Mendocino County schools is a new course of study; introduction of standard tests for the help of the teachers and children, and solution of educational problems; sectional work and play; closer supervision in health and school work and the consolidation of schools, for it has been found that those districts which have consolidated attract better teachers, save money, insure better sanitary conditions, and make better grading possible, besides improving the community spirit.

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The trustees of the San Rafael High School District are testing in court the legality of the annexation of various grammar school districts to the high school district, which occurred this last year. If the annexation is upheld, a bond election will be called for the purpose of securing money for a new high school site and plant.

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Superintendent Oliver R. Hartzell of the San Rafael schools is expecting an enrollment of over 300 in the high school this year.

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C. B. Heryford, principal of the San Rafael Grammar School, and H. H. Matthews, district superintendent of the Mill Valley schools, attended the summer session at the University of California at Berkeley this year.

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# Admission Day In the California Schools

By Ruth Thompson

## PREFACE

(The Admission Day program consists of the following material: The Story; Naming of Twenty-seven Counties of California by the First Legislature; The Seal of California; Quotations from Addresses in the Senate on California's Admission to the Union; Appropriate Poems. Suggestions for the use of the material are that it all be studied by the children; stories may be written and told; twenty-seven children may represent the original counties and each tell of one of the counties in turn before returning to his desk; the quotations and poems may be memorized and recited; four children may take part in the poem, "To California", representing "1848", "The Seventies", "Today", "The Future". The Bear flag, the flag with thirty-one stars and the flag as it is today may be drawn and the State seal may be discussed and perhaps reproduced. Patriotic songs and "I Love You, California" are appropriate to the day.)

## ADMISSION DAY

### The Story

Admission Day for Californians signifies the entrance of California as a state into the Union. President Millard Fillmore signed the bill that admitted this, the thirty-first state to the American Union, on September 9, 1850.

The events leading to the admission of the Golden State are both interesting and important. They lead back to the discovery of gold on the American River in January, 1848, and to Governor Mason's consequent report to Washington, D. C., that "there is more gold in the country drained by the Sacramento and San Joaquin Rivers than will pay the cost of the late war in Mexico a hundred times over." It was this that started the tide of emigration westward and rapidly populated California.

There was lawless behavior as a natural consequence to conditions. There was need of good and forceful government.

In the spring of 1848 California was annexed as territory belonging to the United States by the treaty of peace signed with Mexico. The question in Washington was how to govern this new territory.

The Northern and Southern States of the Union were having strenuous debates on the slavery question. California, as a prospective new state, was whirled into the midst of the discussion. California would disturb the balance of power in the Senate to the prejudice of slavery if admitted as a slave territory In 1848 Congress provided amply for obtaining revenue from California, but did not even promise for some future day the government she coveted.

There were earnest-minded persons in the West who saw the needs. Since Congress had failed to give California a government there was one other step which could be taken. This was for California to provide a government for itself. A convention was called to convene at Monterey in Colton Hall, September 1, 1849. Forty-seven delegates were appointed to this convention. Some of the members of that convention have been closely allied with the government of California. Among them were Captain H. W. Halleck, Governor Riley's secretary of state and later general-in-chief of the United States army; John A. Sutter, pioneer settler in Sacramento Valley; John McDougal, second governor of the state; Thomas O. Larkin, first and last American consul in California and before 1848 the confidential agent of the American State Department; Charles T. Botts, editor of a Democratic paper published in Sacramento; Mariano de Guadelupe Vallejo, who had figured in the late war and who had welcomed the Americans when they came to the West; Dr. Gwin, one of the first United States Senators elected by the legislature of the state when it was organized.

Robert Semple of Sonoma was elected president of the convention.

When completed the constitution was submitted to the people in both English and Spanish, and on November 13, 1849, it was voted upon favorably. Peter H. Burnett was chosen governor and George W. Wright and Edward Gilbert were elected to Congress.

The first legislature was convened in San Jose one month after the election. The sessions continued during four months, and though the wits of the day made merry at its expense and called it "the legislature of a thousand drinks", still, if the members drank well, they worked well, for they made one hundred and forty laws of general and important nature. Some of the laws were patterned after those of other states, but others were fitted to suit the peculiar needs of California. Among its other acts it incorporated the cities of San Francisco, Sacramento, San Jose, Monterey, Los Angeles, San Diego, Benicia, Sonoma and Santa Barbara.

John C. Fremont and William H. Gwin were elected as United States Senators.

Now that California had done her part she waited anxiously to see how her activities would be regarded in Washington and if Congress would take her into the Union.

The thirty-first Congress assembled in Washington, D. C., on December 3, 1849. Zachary Taylor was President of the United States. California was the subject of debates, heated arguments and resolutions. Taking a prominent part in the question were Daniel Webster, John C. Calhoun, William H. Seward, Jefferson Davis and Henry Clay. Calhoun and Davis did not want California admitted because of the slavery question. Calhoun was prostrated from a recent illness and could not be present at one of the sessions, but he composed a forceful speech and it was read to the Senate by Senator Mason on March 4, 1850.

After much wrangling the California bill went to the House of Representatives on August 28, 1850. On September 7 it was voted upon and passed. There were one hundred and fifty men voting in its favor and fifty-six Southerners voting against it. The bill went to the president, Millard Fillmore, who had succeeded to the presidency upon Taylor's death. Fillmore signed the bill and California was admitted to the Union.

News of California's admission did not reach there until October 18, 1850. The people had been waiting anxiously for the expected event, for they were anxious to have the seal of national authority put on their state proceedings. They were desirous of being recognized a part of the American Union.

On October 18, 1850, the mail steamer Oregon was sighted from Telegraph Hill sailing into harbor with flags flying and decorated gayly with streams of bunting. The good news was signaled from the ship to the waiting people on the hill. It spread rapidly and all business closed, courts adjourned and the people assembled at Portsmouth Square in a frenzy of delight to celebrate the event. Newspapers from New York which chronicled the story sold for five dollars apiece. Decorations in brilliant variety were brought out and decked the town. Guns were fired, processions were held, bon fires were lighted, shouting, singing and congratulating, amidst both tears and laughter, showed how these people of the West were affected by being made a state with the others in the American Union. Mounting his box behind six fiery mustangs and lashing them to their highest speed, the driver of Crandall's Stage shouted and cried the glad news to the people all the way to San Jose, the capital. Governor Burnett himself, anxious to tell the people, rode in another coach to San Jose. Along El Camino Real dashed the two stages, but Governor Burnett's arrived a few minutes ahead of Crandall's and it was he who told the populace in the Santa Clara Valley of California's admission to the Union.

The glad story was published in an address in Spanish and sent broadcast and the native population was urged to join in the activities. October 29 was the day of formal celebration as set aside by San Francisco. A parade was held in which patriotism of many varieties was portrayed. Even the Chinese were in the parade and a colorful feature of it. The California pioneers carried a banner on which was represented a New Englander in the act of stepping ashore and facing a native Californian with a lasso and serape. In the center was the State seal and the inscription, "Far West, Eureka, 1846. California pioneers organized August, 1850". A girl clothed in white

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with streaming gauze of gold and silver shades about her supported a breast-plate upon which was inscribed, "California, the Union, it must and shall be preserved". Exercises were held. Mrs. Wills of Louisiana read an ode, and Judge Nathanial Bennett delivered an oration at the plaza. Guns were fired, artillery discharged, fireworks were displayed, and all created an atmosphere of excitement and happiness that has made the event a memorable one with its great significance to California, the thirty-first State to enter the Union and the thirty-first star on the American flag. The new star was placed on the flag, which was then raised on the pole in the center of the plaza. Great was the joy and thankfulness of the citizens in the first American State on the Pacific Coast.

Since that first Admission Day seventy-two years ago, California has raised the number of her counties to fifty-eight; with her rich productiveness and vast resources she has brought added glory not only to herself but to the Nation which she was so eager to enter; her sons and her daughters have worked for her glory, they have enriched themselves, the State and the United States, and made California known the world over.

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### Naming of Twenty-seven Counties of California by the First Legislature

When the first legislature was assembled a committee was appointed to report the derivation and meaning of the twenty-seven original counties of California then existing as sub-divided by the legislature. General Vallejo was made the head of this committee. He did the work thoroughly and gained useful information. Some of the facts gathered by General Vallejo throw a light upon the "whys and wherefores" in these counties. The names are of Indian and Spanish derivations.

**Los Angeles County** is named for Los Angeles, the "City of the Angels", which was founded by order of the viceroy of New Spain in 1781. The county is named for the city.

**San Diego County**, or **St. James**, is named after the first mission established at that place in Upper California July 16, 1769. The county gets its name from the city.

**Santa Barbara** was named after its mission, which was placed half way between the missions in Monterey and San Diego.

**San Luis Obispo County** is named after its mission established September 1, 1772, by Junipero Serra and Jose Cavaller.

**Monterey** was named by Viscaino after the Count of Monterey, with perhaps an allusion to the pines, "king of the forests". These pines are noted for their beauty. Monterey was the official residence of fourteen governors and a portion of the time was capital of California.

**Santa Cruz**, or the "**Holy Cross**," gets its name from the mission on the north side of Monterey Bay.

**San Francisco**: Father Junipero Serra was a Franciscan monk. He named the Mission Dolores, which he founded in 1776 after the founder of his order. The presidio likewise took the name as did the bay and later the little town of Yerba Buena changed its name to San Francisco, making the group complete and all bearing the name of San Francisco.

**Santa Clara County**: Named from its mission established January, 1777.

**Contra Costa County**: Meaning opposite coast. The county is across the bay eastward from San Francisco. It was almost called Diablo, devil, after the mountain which rises in its center and which was so called from a story the Indians told of evil spirits haunting the place.

**Marin County** was named after the chief of an unfriendly tribe of Indians. These Indians attacked an exploring party in 1815. Marin was captured but he escaped. He took refuge in some islands at the mouth of San Rafael Inlet and these have since been called Marin Islands. Marin died at San Rafael Mission in 1834, but the county still bears his name.

**Solano County**: Sem-Yeto, meaning fierce hand, was the great chief of the Suisun Indians. When he was baptised he took the name of Solano in honor of Francisco Solano, a missionary. The county which the Suisuns had claimed was named Solano after the Indian chief.

**Sonoma County**: Sonoma is the Indian way of saying "valley of the moon". The Indian tribes of that region called their chief Sonoma.

**Yolo County**: Derives its name from the Indian word "Yoloy", meaning a region thick with rushes. The tribes owning the tule lands west of the Sacramento were called Yoloy.

**Napa County**: Is named after the Indian tribe which occupied the valley from San Pablo Bay to Mount St. Helen's. The tribe was large and caused much trouble until an epidemic of smallpox in 1838 almost wiped it from existence.

**Mendocino County**: Named after the cape on the western coast which was discovered in 1853 and named after Mendoza, the author of the expedition and the viceroy of New Spain.

**Sacramento County**: Meaning the Sacrament. The river was first named "Jesus Maria" by Lieutenant Moraga, and its branch was called the Sacramento. The river was later called the Sacramento and its branch the Feather River. Both the county and its capital today bear the name of Sacramento.

**El Dorado County**: So named because gold in paying quantities was first found within its borders.

**Sutter County**: Named after John Augustus Sutter, a native of Switzerland who emigrated to California in 1839. He obtained a grant of land and founded a colony on the east side of the Sacramento. Sutter was closely connected with the history of early California.

**Yuba County**: Yuba is a corruption of the word Uva. An exploring party in 1824 on the banks of a tributary of the Feather River found quantities of wild grapevines growing.

**Butte County**: Named after the mounds which rise out of the plains east of Sacramento. The Buttes were so named by some hunters of the Hudson Bay Company, whose leader was Michael Laframbeau, in 1829.

**Colusa County**: Indian tribes on the west side of the Sacramento River called themselves by this name.

**Shasta County**: Derives its name from the Indians who lived at the foot of Mount Shasta.

**Trinity**: Was named after Trinity Bay, which was discovered on the anniversary of Trinity festival.

**Calaveras County**: Capt. Moraga found many skulls near a creek. He called the creek Calaveras, meaning river of skulls. The county, in which the river rises, has assumed the name. It is said the skulls were those of Indians killed by a warring tribe when others were fishing in their territory.

**San Joaquin County**: Finding a river which rose in the Sierras and emptied in Lake Buena Vista, Lieutenant Moraga in 1813 named the stream San Joaquin, after the legendary father of the Virgin. The river, valley and county today bear the name of San Joaquin.

**Tuolumne County**: Comes from the Indian word "talmalaume", meaning a cluster of stone wigwams.

**Mariposa County**: In 1807 a hunting party camped on a river which had trees growing on the banks. Many butterflies fluttered around the foliage. Mariposa, meaning butterfly, was the name given the river and the county has since been called by that name.

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### The Seal of California

Major Robert Selden Garnett, an officer of the United States Army, sojourning in Monterey in 1849 when the constitutional government met there, was the designer of the original state seal. The original sketch represented a figure of Minerva, the Golden Gate, a ship in full sail, and the Sierra Nevada range in the background, and the word "Eureka" (I have found it) above.

Garnett sketched this in his spare time and when he showed it to some of his friends they wished immediately to present it to the convention for consideration for the state seal. For political reasons, and being naturally modest, Garnett did not want attention drawn towards himself. However, when Caleb Lyon, one of the clerks of the convention, saw the drawing he immediately asked if he could present the sketch in his name. This request won Garnett's consent and Lyon took the design.

When the convention considered the seal a few changes were suggested. A bear was added to gratify Major J. R. Snyder and the men of the Bear Flag revolution, which was one of the forerunners of California's movements towards self government. A figure of a man with up-lifted pick-ax was added as an emblem of the great mining interests.

The explanation accompanying the design was entered as follows:

"Around the bend of the ring are represented thirty-one stars, being the number of states of which the Union will consist upon the admission of California. The foreground figure represents the Goddess Minerva having sprung full grown from the brain of Jupiter. She is introduced as a type of the political birth of the State of California, without having gone through the probation of a territory. At her feet crouches a grizzly bear feeding upon the clusters from a grapevine, emblematic of the peculiar characteristics of the country. A miner is engaged with his rocker at his side, illustrating the golden wealth of the Sacramento, upon whose waters are seen shipping, typical of commercial greatness; and the snow-clad peaks of the Sierra Nevada make up the background, while above is the Greek motto, 'Eureka' (I have found it), applying either to the principle involved in the admission of the state or the success of the miner at work."

It was W. S. Sherwood who moved that the seal be adopted as the "coat of arms"

of the State of California. The motion was carried by a vote of twenty-one to sixteen. It was resolved that the words, "The Great Seal of the State of California", be added to the design.

Discussion was held as to the payment of $1000 to Lyon for the seal and all the necessary appurtenances to its use. This roused some enmity for Lyon, as it became known that Garnett originally designed the seal. It is a disputed point in history as to whether Lyon was, or was not, paid the money. Credit was, however, given to Garnett for his work when a newspaper of the day published the story.

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### Quotations from Addresses in the Senate on California's Admission to the Union

Daniel Webster, William H. Seward and Henry Clay were in favor of the admission of California into the Union. Jefferson Davis and John C. Calhoun were opposed to it. There were thirty states in the Union with the balance of power between the slave and free states equally divided. If California were admitted as a state it would either be as slave or free and thus sway the balance for the North or the South. By the compromise of 1850, among other provisions, California was admitted as a free State, but the new territories of Utah and New Mexico were to decide the question for themselves when the time came.

**Daniel Webster:** "I believe in the Spartan maxim, 'Improve, adorn what you have; seek no further.' . . .

"You might as well talk of a planet withdrawing from the solar system without convulsion as to talk of peaceable secession.

"The Union, which has been so hard to form, has linked together the destinies of all parts of the country, and has made a great nation, because it is a united nation, with a common name, and a common flag, and a common patriotism. It has conferred upon the South no less than upon the North great blessings.

"There may be violence; there may be revolution; the great dead may be disturbed in their graves. All this is possible, but not peaceable secession. The Union is one; it is a complete whole. It is bounded, like the buckler of Achilles, on either side by the ocean."

**William H. Seward:** "California ought to be admitted at once; California comes from that clime where the West dies away into the rising East; California, which bounds the empire and the continent; California, the youthful queen of the Pacific, in robes of freedom, inlaid with gold, is doubly welcome! She stands justified for all the irregularities in her method of coming.

"The Stars and Stripes should wave over its ports, or it will raise aloft a banner for itself. It would be no mean ambition if it became necessary for its own protection to found an independent nation on the Pacific."

**Henry Clay:** "Coming from a slave State, as I do, I owe it to myself, I owe it to truth, I owe it to the subject, to state that no earthly power could induce me to vote for a specific measure for the introduction of slavery where it had not before existed, either south or north of that (Missouri Compromise) line; coming, as I do, from a slave State, it is my solemn, deliberate and well-matured determination that no power—no earthly power—shall compel me to vote for the positive introduction of slavery, either south or north of that line."

**Jefferson Davis:** "Never will I take less than the Missouri Compromise line extended to the Pacific Ocean, with the specific recognition of the right to hold slaves in the territory below that line, and that before such territories are admitted into the Union as States, slaves may be taken there from any of the United States, at the option of the owners."

**John C. Calhoun:** "Against this conclusion (against slavery) we must now and forever protest, as it is destructive of the safety and liberties of those whose rights have been committed to our care, fatal to the peace and equality of the States which we represent and must lead, if persisted in, to the dissolution of that confederacy in which the slave-holding States have never sought more than equality, and in which they will not be content to remain with less."

---

### California's Star

When the Grizzly Bear came down from the hills
And stood on the flag of white,
And the single star of the Golden State
Shone out on the age-old night;

Then the bold Fremont and his hardy men
Rode in from the north and claimed
For Old Glory's stars the valleys wide
And the hills the Bear had tamed.

They held the land for our own bright flag,
And added her star to our own,
Where it shines as bright as any star
That the banner has ever known.

And the Bear still guards the glorious flag,
The banner it helped to raise
In the long ago of the days of old,
That first of Admission Days.

—Harry Noyes Pratt.

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### SUMMER SESSION CHICO TEACHERS' COLLEGE AT SISSON

J. O. Tuttle

To find a school conducted under more ideal conditions than the summer session of Chico Teachers' College would be hard, as it has its encampment in a beautiful redwood grove a mile from Sisson, up in the northern part of the state. The camp is ideally located on land donated to the state by the people of Sisson. A large natural spring and a stream that flows through the camp form the headwaters of the Sacramento river and furnish all of the camp's water supply. Old Mt. Shasta with its perpetual snow covered slopes is five miles away and with such an inspiring presence nearby President Osenbaugh and his instructors cannot fail to make this summer school all that it should be.

Starting modestly four years ago, new buildings and equipment have been added until now, in addition to the dozens of tents which the students occupy, there are several permanent frame buildings. A library, a cafeteria large enough to accommodate three hundred diners, a dormitory for girls, one large building for classrooms, the lodge, built by alumni for recreation purposes, and several cottages for faculty members, a well equipped manual training building, all of which are substantial frame structures. Two large water tanks supply all necessary pressure for fire purposes, and modern shower baths and lavatories.

In addition to the indoor classrooms several picturesque outdoor ones have been constructed among the trees and bushes, reminding one of Mark Hopkins' proverbial university.

Half-day sessions are held, the afternoons being devoted to study and recreation. Horseback riding and hiking are particularly popular. Mr. Cole of the faculty has conducted a series of hiking trips that served as preliminaries to the ascent of Shasta recently. Of the sixteen who made the start fifteen reached the top, a remarkable record and one that recommends Mr. Cole as a trainer of hikers.

The student body of three hundred is made up in about equal parts of teachers doing professional work and of undergraduates. Of the latter several will graduate at the end of this session, being the second graduating class of the camp. Last year's graduating class dedicated the largest redwood tree on the grounds to President Osenbaugh and set into the tree a plate lettered with the names of the class members.

Much credit for the success of this link in California's educational system must be given to the citizens of Sisson. Every one is tremendously interested and as an indication of this interest they are planning now to present to the school an additional fifteen acres of meadow land that adjoins the present camp. That will make possible an athletic field and swimming pool. The citizens have also supported enthusiastically the carnivals, circuses and programs arranged by Miss Wilson for financing the building and furnishing of the Lodge.

At lunch recently President Osenbaugh took the students into his confidence and briefly outlined plans which are under way for further improvements. His program is ambitious and the people of California will watch with interest its fulfillment.

---

Miss Hattie D. F. Haub, dean of Piedmont High School and head of the science department, is a teacher extraordinaire in chemistry. The work done by her students on set projects is of exceedingly high character. She believes in making chemistry intensely interesting and practical.

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Wade F. Thomas, district superintendent of San Anselmo schools, is in charge of the confederated schools of his section, which now comprises five school plants.

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Jas. B. Davidson, superintendent of Marin County schools, believes that in spite of all the present turmoil in education that we still emphasize the same fundamentals.

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Geo. W. Hall, supervising principal of San Mateo grammar schools, with his wife and daughter, Miss Muriel E. Hall, teacher of art in the Polytechnic High School, San Francisco, took an auto trip to Yellowstone Park this summer. Mr. Hall found the roads excellent training for the year's work.

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C. J. Du Four, superintendent of Alameda schools, and his board of education are doing intensive work in regard to plans for a new high school site and plant. The high school enrollment for last year in all departments was 1289, an increase of 466 or almost 50 per cent. A large increase is expected this term.

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W. T. Helms, superintendent of Richmond schools, has around 3000 pupils enrolled in the grades and about 1000 pupils in the high school.

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Hayward grammar schools will be in charge of W. B. Kammerer, who was principal of the B street school in the same city last year. Miss Katherine Hogrefe will be supervisor of elementary grades and principal of the elementary pupils in the B street school.

A $180,000 bond issue is being expended. Four sites have been purchased. Two of them were purchased in view of future growth; the other two have buildings in the course of erection on them. The Orchard avenue has been built at a cost of $24,000. On a 21-acre site a departmental school is going up at a cost of $100,000. It will be ready for occupation by January next.


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J. O. Davies, supervising principal of San Leandro grammar schools, has enrolled 1100 to 1200 students this year.

---

Miss Ellen Driscoll has been appointed principal of the Frank C. Havens school, Piedmont.

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Piedmont has just constructed a beautiful high school plant, extraordinarily well finished and equipped, at a cost of $350,000. H. W. Jones, superintendent of Piedmont schools, expects an enrollment of around 600 in the high school.

Arthur H. Chamberlain, editor of the Sierra Educational News, recently returned from Silver City, New Mexico, where he visited his brother, James F. Chamberlain, who is president of the State Teachers' College there. Mr. Chamberlain also visited the State Teachers' College summer sessions at the foot of Mount Shasta and in Arcata, California.


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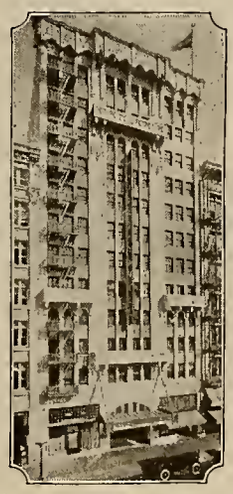

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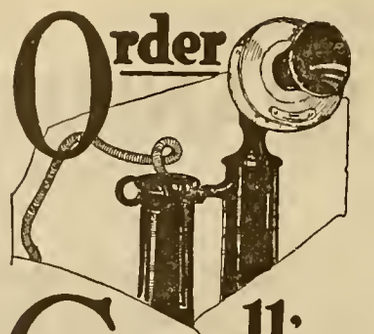

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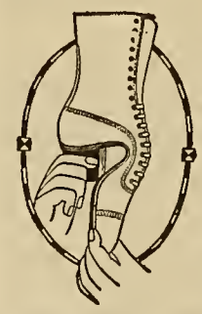

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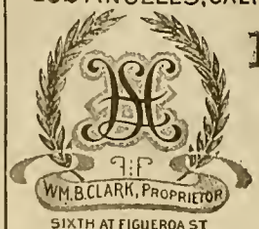


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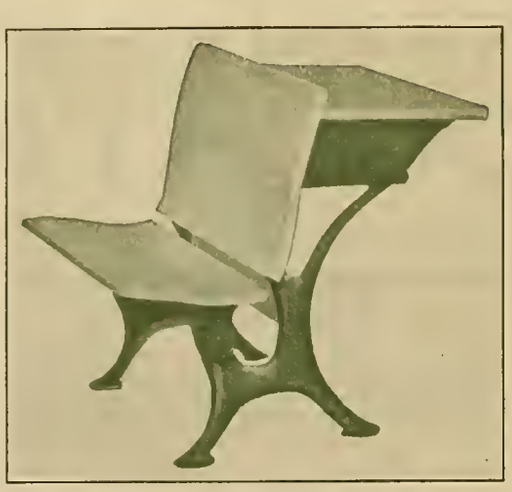

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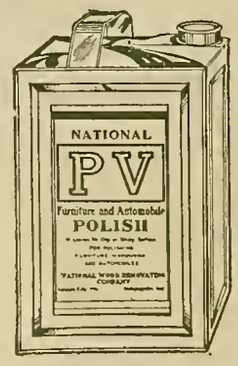


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## DISCOVERY DAY, OCTOBER 12
By Ruth Thompson

"Who was it who first waved a flag on this soil?
Who was it who cared not how painful the toil?
Columbus, Columbus, with soul great and true!
The heart of our nation beats fondly for you."

### The Story—Discovery Day

We celebrate Discovery or Columbus Day each year in honor of Christopher Columbus, who discovered the West Indies on October 12, 1492. This perilous voyage led to the discovery of America and at the same time proved to the people that the earth we live on is round.

Christopher Columbus was born about the year 1446 in Genoa, Italy. His father was a woolweaver, but this work did not attract the boy. He went to school and studied Latin, mathematics and astronomy and learned how to make maps and charts. When school was out Columbus spent his time at the wharves watching the ships. Genoa was a busy port and many sailors from many lands were there. What strange and wonderful tales they told the lad of far-off countries, of pirates who are robbers of ships on the sea, of strange people in other lands and stories that held fascination for all boys, but particularly for Columbus, who had a strong love for the sea!

Day after day Columbus might be found at the harbor. Because he was so interested the sailors told him of their fights with the pirates who sunk ships laden with rich treasures, to the bottom of the sea.

Often Columbus wondered why these voyages took so many weeks and it seemed to him that a shorter way might be found to China and to India.

As soon as Columbus was old enough he went to sea. He loved the life of a sailor and often times when in port he lived in Lisbon, the capital of Portugal. This country was the center of geographical knowledge of the day and captains were exploring the coast of Africa and returning with their tales of the trips. Meanwhile the young seaman found time to study maps which his father-in-law, one of Prince Henry the Navigator's sea-captains, left him.

These studies materialized the thought that had been brewing in his mind for years. That thought was that the earth is round, not flat, as people believed it to be. They believed that if they were on the ocean and the vessel went too close to the edge the ship would fall off—and who knows what terrible fate might await those on the vessel should they survive? They believed, too, that great dragons were in the sea and would lash their tails, causing great storms, or maybe, they would swallow the vessels.

Columbus' argument was, that if the earth were round it would be possible to return to the starting point by sailing straight ahead in either direction. People wished to increase their trade with India. Many rich and beautiful things were brought from India, including silks and spices, and useful articles were sent in return from the people of Europe. The trip to India was long and tedious. How great a thing it would be to shorten the journey! So it appealed to Columbus. He felt sure from different proofs which satisfied him that the earth was round. Another proof had occurred to him when he was a lad sitting on the shore. In front of him was spread the great waters of the ocean. Off in the distance the sky seemed to meet the land. That was the horizon. When watching the ships go to sea, Columbus observed that the hulk of the ship disappeared first from sight and the mast was the last thing seen. This must mean that there was a curve to the earth or the entire ship would disappear simultaneously.

If you take an apple and stick a pin in it and trace a line around it, you will easily see that, no matter which way you trace around, you will, each time, find that you have returned to the pin, your starting point. This was Columbus' idea on the rotundity of the earth.

When Columbus told what he believed to be true he was laughed to scorn by all but a few. Those geogaphers who thought with Columbus that the earth was round did not have the courage of their convictions. They left it to Columbus to prove. The proof lay in a voyage such as no other person had attempted.

Columbus was a poor man. He was determined to prove that if the earth were round he could reach India by sailing west. No one knew how great a distance this was, how much food would be needed, how long the trip would take, or what terrible dangers might be encountered. People did not know the size of the earth or of the continents of North and South America, which lay between Europe and Asia.

Now began a long struggle for Columbus. Year after year he visited the rulers of Portugal, France, England and Spain. Many years, twenty of them, he spent as a beggar wandering from court to court. He was ridiculed, thought crazy and deceived with false promises. His perseverance and courage kept him above the pettiness of those who laughed at him. His persistence at last won his reward.

One day while on his way from the court of Spain to France he stopped at the monastery of La Rabida, where he had left his little motherless son, Diego. He was weary and foot-sore. Among the kind monks he found ready listeners to his story. The head of the monastery had formerly been Queen Isabella's confessor. This monk decided that Columbus' plans sounded plausible. He begged him to stay a few days while he wrote to the Queen of Spain and urged her to make use of the opportunity which the seaman offered in his theory of a new route to the Indies.

Queen Isabella and King Ferdinand had completed their conquest of the Moors. When Columbus called again they received him graciously. They listened to his ideas and plans and at last the queen told him that she would sell her jewels to obtain money in order that he might take his trip. With what delight and thankfulness Columbus received this news!

Months were spent in the preparation of the voyage. Three small vessels were built. The crews of the vessels numbered not quite one hundred. It was so difficult to get men to embark on the perilous enterprise that many criminals were given their choice between imprisonment or taking the voyage.

The ships were named the Nina, Pinta and Santa Maria. They set sail from Palos, Spain, on Friday, August 3, 1492.

The Canary Islands were first reached. There repairs were made on the ships. Then the three ships set sail once again, but this time out on the unknown seas where no one had sailed before. The men were uneasy and frightened. For days the wind blew from the east and the men feared that they would never be able to reach home again.

As the leader of the expedition and the man with faith in the enterprise, it was

Columbus who stood staunch and true and urged his men onward with cheering words. He was full of happiness and confidence in himself and his difficulty was in inspiring his men with this same confidence.

Day after day through calm and through troubled waters the three ships sailed. Eagerly the lookout for land was kept. Once a meteor plunged from the sky to the sea and this was regarded as an unfavorable omen. Mutterings and threats among the sailors against their brave leader were heard. When signs seemed to point to the end of the journey the days were brighter. Once large patches of seaweed were seen, but they were found to come from the strange Sargasso Sea in the middle of the Atlantic Ocean, which has floating seaweed.

When the sea was calm the men feared they would never reach land again. At those times they could jump overboard and swim in the smooth waters around the ships.

Once a group of angry sailors considered throwing Columbus overboard and returning to Spain and telling a story of an accident whereby Columbus was drowned. When they suggested returning home Columbus told them the king would be angry if they returned without discovering land.

At last true signs of land began to appear. Birds known never to fly far from the shore were seen; a broken branch with berries on it was found floating in the water, pieces of wood carved by hand pointed to human beings not far away. As evening of the day these things were found, drew near, Columbus ordered that a strict watch be held. He himself stayed out eagerly scanning the horizon. Suddenly he saw a moving point of light in the distance. This was about ten o'clock. He called some of his men. Hope rose high in their breasts as they saw what appeared to be a moving torch. The moon shone brightly at two in the morning and suddenly out across the silent waters came the signal of the firing of a gun. The cry arose from the ship, "Land, land, we see land!"

Through the hours of the night the men watched and at daybreak, October 12, 1492, there spread before their delighted vision the low-lying, clean-washed sands of the shores of an island.

Preparation for landing was made. Donning a scarlet uniform and carrying the flag of Spain, Columbus, accompanied by the officers of the ships, stepped ashore and took possession of the land for the king and queen of Spain. Columbus kissed the ground and knelt in prayer. He took a branch and a handful of earth to carry to Spain with him on his return trip. He named the island San Salvador. It was one of the group of Bahama Islands, but Columbus thought it to be near India, so he called the natives Indians.

The return to Spain was a jubilant one. The brave sailors and their leader were received with joy and honor. The Indians, tropical plants and birds were all in a parade with the sailors, Spanish soldiers and Columbus.

Three voyages were made by Columbus to the New World after his initial trip. In 1493 he discovered other islands of the West Indies. In 1498 he touched the northeast shores of South America. Great disgrace fell upon the gallant seaman upon this voyage and he was taken back to Spain in chains accused of cruelty and bad government. When he had cleared himself he made one last voyage in which he skirted the shores of Honduras in Central America.

This last voyage was too much for Columbus. He was growing old and was weary and worn. He wanted rest and peace, but he had no money with which to care for himself. The good Queen Isabella had died and King Ferdinand proved himself ungrateful, for he would not assist him.

In 1503 Columbus died poverty-stricken and neglected. Though his body was once buried in Havana, Cuba, it has since been moved to Seville, Spain, where it rests today.

Columbus' voyage was the first of the great discoveries by sea. He died without knowing that he had started the explorations which led to the discovery of America. In view of this fact we often say Columbus discovered America.

It was Magellan who later sailed around the world and proved that the earth is really round. But to Columbus, who fought for his ambitions and ideals, who persisted in the face of ignorance and superstition, who conquered all obstacles in his path and sailed out into the "Sea of Darkness" and returned the conqueror, to his memory, we owe honor and respect. Do you not think that it is a worthy tribute that children all over this land should celebrate Discovery Day?

---

### COLUMBUS*

Behind him lay the gray Azores,
  Behind the Gates of Hercules;
Before him not the ghost of shores,
  Before him only shoreless seas.
The good mate said: "Now must we pray,
  For lo! the very stars are gone.
Brave Admiral, speak; what shall I say?"
  "Why, say: 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
  My men grow ghastly wan and weak."
The stout mate thought of home; a spray
  Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
  If we sight naught but seas at dawn?"
"Why, you shall say at break of day,
  'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,
  Until at last the blanched mate said:
"Why, now not even God would know
  Should I and all my men fall dead.
These very winds forget their way,
  For God from these dread seas is gone.
Now speak, brave Admiral, speak and say—"
  He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
  "This mad sea shows his teeth tonight.
He curls his lip, he lies in wait,
  With lifted teeth, as if to bite!
Brave Admiral, say but one good word:
  What shall we do when hope is gone?"
The words leapt like a leaping sword:
  "Sail on! sail on! sail on! and on!"

Then pale and worn, he kept his deck,
  And peered through darkness. Ah, that night
Of all dark nights! and then a speck—
  A light! A light! A light! A light!
It grew, a starlit flag unfurled!
  It grew to be Time's burst of dawn.
He gained a world; he gave that world
  Its grandest lesson: "On! sail on!"

—Joaquin Miller.

---

* A student's analysis of Joaquin Miller's poem "Columbus" will be found in "Delight and Power in Speech," a universal dramatic reader by Leonard G. Nattkemper and George Wharton James, Harr Wagner Publishing Company. The analysis is inspiring, thought-provoking and throws new light into the poem.

---

### COLUMBUS AND THE ROUND WORLD

This pageant, written by Ruby Elizabeth Viets, is to be played by seven children, which will include Columbus, two Chinese, three American Indians and one Hindoo. The children may plan costumes if they wish. Each child upon saying his part may step forward and for the closing stanzas they may all circle about Columbus while they pay their tribute to him. An opportunity for dramatics is given in these lines:

**(Chinese Girl)**

Oh, China is the land of the strangest things,
Where the silkworm grows and the magpie sings,
Where the joss sticks burn and the poppies blow
Beneath our wall built so long ago.

**(Chinese Boy)**

To reach our land of rice and tea
Columbus thought to cross the sea.
He hoped to reach our distant strand
Instead of travelling o'er the sand.

**(Hindoo)**

Beneath the sunny skies of India
Were jewels rich and rare,
And spices from the jungles deep
With fragrance filled the air.

Columbus hoped to meet our kings
Upon the ocean shore,
So packed his chests with velvet robes
And sailed the wide seas o'er.

**(Columbus)**

I sailed the seas for days and days,
My men were wild with fear,
But courage high was in my heart,
I thought rich lands were near.

Safe on the shore at last we trod,
No wonders met our eyes,
Unknown to us a vast new world
Lay 'neath those smiling skies.

**(First Indian)**

Silently creeping from out the wood,
We scanned the ocean view,
With white wings rising above the tide,
We saw a large canoe.

**(Second and Third Indians)**

The pafeface sailors from out the east
Came not to seek our land;
They sought a country unknown to us
Beyond our western strand.

**(All)**

East or west, west or east,
No matter which way you sail,
Your ship will bring you home again;
This rule will never fail.

For Columbus knew what he talked about
When he said the earth was round,
And by sailing west you can reach the east,
Where Columbus first was bound.

---

The following recitation by Ella Jacobs is for eight pupils. Cards with the letters C, O, L, etc., should be suspended from the necks of the children. Standing in line and pointing to the letter the children should recite in turn:

**(First Child)**

Crossing the wide ocean blue
  Unknown lands to seek,

**(Second Child)**

O'er seas he sailed for days and months,
  Till each brave heart grew weak.

**(Third Child)**

Let us go home," the sailors cried,
  "For land cannot be nigh."

**(Fourth Child)**

Up stood Columbus, brave and great;
  He would not heed their cry.

**(Fifth Child)**

My men, cheer up," he kindly said,
  "And fear not wind or wave,

**(Sixth Child)**

But know that He who doeth all
  Will surely see and save."

**(Seventh Child)**

Upon the eve of one dark night
  A light gleamed far away;

**(Eighth Child)**

So they watched and waited for the dawn,
  And land before them lay.

**(All Children in Chorus)**

Columbus! 'Tis for him our cheers
  From sea to sea shall loudly ring;
Our happy land each hundred years,
  We'll give a glad rechristening.

---

### THE BOY COLUMBUS

"'Tis a wonderful story," I heard you say,
"How he struggled and worked and pleaded and prayed,
And faced every danger undismayed,
With a will that would neither break nor bend,
And discovered a new world in the end—
But what does it teach to a boy of today,
All the worlds are discovered, you know, of course;
All the rivers are traced to their utmost source;
There is nothing left for a boy to find,
If he had ever so much a mind

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## Introduction and Comments by E. P. Clarke, President of State Board of Education

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*In his foreword, Mr. Clarke asks, "We study the orations of Cicero, why not those of Paul?" Any serious-minded student or teacher would say, there is even more reason to use these than those. For clearness of statement, compactness of argument, rhetorical finish, and stimulating appeal, the Pauline Oratory is more fitted to our modern and especially American mental and moral standards of platform address than Cicero's even, great as they unquestionably are. Mr. Clarke has made a distinct contribution.*

*Sierra Educational News, September Issue.*

*I cannot resist the temptation to say how much I have enjoyed the introductions to the "Orations of Paul." The book renders a really noble service to scholarship.*

*A. E. Winship, Journal of Education.*

*The attention centered by this book upon these orations of Paul is another exemplification of the wealth of material available for instruction beside the so-called traditional classics to which we cling year after year.*

*C. B. Moore, Principal Franklin High School, Los Angeles.*

*It is a small volume but a potent one and is a fit companion for the night table along with Amiel's "Journal In Time" and Kempis' "Imitation of Christ," to be read just before bedtime to conduce to noble and aspiring thoughts.*

*Los Angeles Saturday Night.*

*This book should fill a real need in the high school English classes.*

*A. C. Olney, Commissioner Secondary Schools.*

*A splendid piece of work has been done in selecting the significant orations of Paul and giving to each an appropriate and sympathetic introduction.*

*Will C. Wood, State Director of Education.*

*I wish this little book could be placed in the hands of all students of our colleges and universities.*

*Dr. J. S. Thomas, San Jose.*

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About someone else and the risks he took,
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So you think all the worlds are discovered now;
All the lands have been chartered and sailed about,
Their mountains climbed, their secrets found out;
All the seas have been sailed, and their currents known;
To the uttermost isles the winds have blown
They have carried a venturing prow,
Yet there lie all about us new worlds, everywhere,
That await their discoverer's footfall. Spread fair
Are electrical worlds that no eye has yet seen,
And mechanical worlds that lie hidden serene
And await their Columbus securely.
There are new worlds in Science, and new worlds in Art,
And the boy who will work with his head and his heart
Will discover his new world surely.

—Manual of Patriotism.

### COLUMBUS

What treasure found he? Chains and pains and sorrow—
Yea, all the wealth those noble seekers find
Whose footfalls mark the music of mankind!
'Twas his to lend a life: 'twas man's to borrow:
'Twas his to make, but not to share, the morrow.

—Theodore Watts-Dunton.

### THE SHIPS OF COLUMBUS

Pinta, Nina and Santa Maria,
Ships of Columbus, three,
Sailing away from the coast of Spain
Over an unknown sea.

Pinta, Nina and Santa Maria,
On toward the west they go;
Though faint are the sailors' hearts with fear,
Four hundred years ago.

Pinta, Nina and Santa Maria,
Under the tropic skies;
Hark! hark! from the masthead, high in the air,
"Land! land!" the lookout cries.

Pinta, Nina, Santa Maria,
Their voyage long is o'er;
Columbus has reached the goal he sought,
The distant and unknown shore.

—Lillian Cole.

### COLUMBUS

"On a bright October morning,
Four hundred years ago,
Into the western waters
Three ships were seen to go.

"The grateful morning sunshine
Lit up the masts like gold,
And touched the happy faces
Of the sailors bright and bold.

"His face with glory beaming,
His head bared to the breeze,
The good Columbus guided
His vessels through the seas.

"Ten long weeks upon the ocean,
They have spent in hope and fear,
Far from home and kindred,
And all their hearts hold dear.

"But now they've reached their journey's end,
A safe and happy band,
They plant the standards on the shore—
Of God and Fatherland."

### COLUMBUS, THE DISCOVERER

"Once Columbus was a boy—a little boy like me—
But he grew to be a man and crossed the unknown sea,
And found a brand new country, in 1492,
Our great and grand America—I'm glad he did.
Aren't you?"

### COLUMBUS DAY

In 1492, they say,
Four hundred years ago,
Columbus came and found our land,
Now that is all I know.
Although 'tis very little,
If you'll remember this,
I think it may in after years
Come not at all amiss.

—Lillian M. Jones.

### OUR LAND

Columbus came and found our land
A long, long time ago;
And that is why Columbus Day
Is kept each year, you know.

—Lillian M. Jones.


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# :: EDITORIAL COMMENT ::

## CAPITALIZATION OF TITLES VERSUS LOWER CASE

Owing to the variety of usage in the newspapers and magazines as concerns capitalization of titles, the Western Journal of Education recently appealed to Commissioner of Secondary Schools Olney for an opinion. His reply is used as authorization by the Journal for standardizing such phrases as the following, "Marysville union high school", "Sacramento high school", etc.

Commissioner Olney says, "Present usage seems to favor the use of lower case letters in such a phrase. . . . Only if the words are used as a title should capital letters be used, is my opinion."

## CALIFORNIA SCHOOL SAVINGS NEARLY ONE MILLION

On September first the reports of the Bank of Italy show that their school savings system in California totaled $981,-168.63, standing to the credit of 34,327 boys and girls. This school savings system is now operating in twenty-six of the counties of the state, the result of eleven years of endeavor and education on the part of the bank officials.

This institution has eight men continually on the road, visiting each week of the school year 450 schools and covering a total of more than 2000 miles each week.

**DR. BARROWS** asserts that "too much attention is given in the elementary schools to things that are not fundamental." In a recent address to a large audience of students at the University of California he calls for greater attention to those elements of study which are basic, laying particular stress upon the need for a thorough knowledge and understanding of the English language. "A thorough knowledge of English expression," Dr. Barrows is quoted as saying, "is the most fundamental thing in education."

We take it the good doctor means not alone a thorough grounding in the grammatical structure and a liberal vocabulary, but also that ease and fluency of expression which is an essential of the successful educator. Now if Dr. Barrows will only stress the need for a cultivation of the speaking voice which shall make for flexibility, strength and beauty of expression, we will be with him all the way. America appreciates too little the importance of a pleasing and beautiful speaking voice.

**ORIENTALS** are lowering the standard of those schools in which they predominate, says Will C. Wood, Superintendent of Public Instruction, in a recent statement in connection with a statisical report concerning the work of the rural school supervisors. He said:

> "California has assumed a leading place in rural education. The children in the rural schools are entitled to just as good educational advantages as the children in the cities. By improving conditions in the rural districts we can hold white people in the country.
>
> "I have found that wherever rural schools are poor the Japanese and Chinese are supplanting the whites. For example, in the delta regions I have found some of the poorest rural schools in the entire State. The school buildings, in some instances, are unhygienic and unsafe.
>
> "One island assessed for over $3,000,-000 maintains a school that is a disgrace to the State of California. Here we find very few American children. Practically all of them are foreign born, with Japanese almost predominating."

This is not a new problem. The influx of Japanese children into the schools of the region surrounding Sacramento and those of the delta country has been the great force in the elimination of the white family from this exceptionally fertile soil. As each family leaves, the outcry against the Japanese inundation lessens by so much. The peril remains, a cancer spot on California soil.

The problem is no easy one. The Japanese child is admittedly, in the majority of cases, fully up to the mental standard of the American children. But due to the clinging of his parents to Oriental standards of thought and living he is an unfit companion for children of white parentage, and especially so where, as in the Sacramento delta country, the Oriental children form so large a percentage of the school attendance.

The Oriental should not be deprived of school advantages. He should, however, have schools of his own under the tutelage of competent American teachers. No injustice is done him in this, and the white children of impressionable age are safeguarded against the absorption of un-American ideas of conduct and living.

The great peril lies in the taking by the white families of the easiest course, removal from the vicinity of the Oriental. This is a problem which must be faced, and fought.

## LOOKING FOR A SUPERINTENDENT

The Board of Education in San Francisco is looking for a city superintendent of schools. A committee, composed of Mr. Esberg, Mr. Murphy and Mrs. M. Mott, has been appointed. This committee has requested in writing suggestions and advice from a hundred or more men and one or two women of outstanding educational qualification. It is doubtful if these men will sense the needs of the San Francisco school department. The situation is such that it requires an almost hereditary knowledge to appreciate and understand the local conditions. From our knowledge of the situation we are of the opinion that the new superintendent should be a leader and not an executive with a big stick. The San Francisco teachers can be led but not driven. The educational progress of our city depends not upon the administrative and executive departments, but upon the teaching body. The new superintendent should be a man of sound sense on material things, and endowed with a gentle, yet strong personality—a man of spiritual qualifications—a man who will obey at least eight of the ten commandments and a fair percentage of our local and national laws.

There is splendid material for a superintendent in the local department. There are also men of well tested qualities of leadership in California, and the danger of importing a man and placing him in a new and difficult position should be avoided. The salary should be at least $12,000. We pay Mr. O'Shaughnessy, our engineer, $15,000. The leader of our educational forces should be the highest paid man in the administration.

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The following is an excerpt from the "Bakersfield Morning Echo," Thursday, July 27, 1922:

"A copy of the latest book written by Miss Ruth Thompson, a former employe of the editorial department of the Bakersfield Morning Echo, 'Type Stories of the World for Little Folk,' has been received by City Superintendent of Schools Charles E. Teach.

"The book is a geography for the little folk in the lower grades and contains a number of interesting stories and delightful illustrations.

"The book will be used in the Kern county schools this year, and there is a possibility of it being accepted with the listed texts of the city schools, according to Mr. Teach.

"Miss Thompson has a host of friends in this city who will be interested to learn of her success in authorship. Many of her friends have read her book, 'Comrades of the Desert,' an interesting story for boys. The book is a story of desert life and contains a touch of local color, which makes it even more delightful.

"Miss Thompson has written several short stories and articles for magazines, among them being a short story, 'The Pioneer Woman of the Desert,' which depicts the life of an interesting woman of the Mojave desert."

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J. H. Hargraves has been put into the Pacific Coast field by D. Appleton & Company of New York to work on the promotion of the Appleton educational list. Mr. Hargraves previously was in the Northwest with Ginn & Company for four years. This last year he has been engaged in handling a commercial line.

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The name of the A. S. Barnes Co., New York, has been changed to Laidlaw Bros, New York, Chicago. W. H. Laidlaw is working the Pacific Coast field.

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W. Cairns Harper, Pacific Coast representative for John C. Winston Company, left September 8th on the S. S. Tahiti for Australia. Mr. Harper is taking his wife and child for a visit to his mother at Melbourne. Mr. Harper intends to be back in the United States by January the 8th. During his absence the Winston Company business will be continued as formerly by the California School Book Depository.

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Clarence S. Cramer, teacher of science in the Willard Junior High School, Berkeley, is working on the final steps for securing a doctor's degree in education from the University of California.

**ELISHA BROOKS**

Volumes of pioneer experiences, both by and of the men who braved the wilderness to reach the sunny hills of California, have been many. Remarkably fine, both as records of the early days and as literary productions, many of them have been, for the ranks of the pioneers included many men of education and ability. Year by year these books come forth in fewer number; too few, for there is so much of the early history, the intimate history, of California still untold.

There is at hand a small volume, only sixty pages, which is a noteworthy addition to the collection of California. Privately printed in an all too limited edition, it is an epic; the story of the pioneer mother and her brood.

Elisha Brooks of Ben Lomond, known as one of the state's veteran teachers, came with his mother and his brothers and sister overland to California in 1852. The father had come to the new state in 1850 and two years later wrote back for his family. "Two weeks after receiving this letter, my mother loaded all her worldly possessions, consisting of a stock of provisions and a camp outfit, into a canvas-covered wagon drawn by four yolk of oxen; and with her little family of five boys, aged respectively three, five, nine, twins of eleven, one of whom was myself, and a girl of thirteen years, she bade goodbye to the old cabin home and the surrounding malarial swamps in St. Joseph County, Michigan, and took up her march of two thousand eight hundred miles, as the road winds, in search of the land of good health, more alluring to us than visions of gold."

A teamster had been engaged to handle the ox team, but after the train was well out on the Laramie plains he deserted. "From this day forth our faithful team obeyed only our piping treble until they dropped by the wayside one by one, and the staggering remnant dragged us to the Pacific shore. . . . Our cattle were getting gaunt and weak. Once in awhile a belated train would overtake us, and we would whip up to travel in their company, until our weary team would totter so far in the rear that their wagons would fade away toward the sunset, and like the Ancient Mariner we could cry, 'Alone, alone, all, all alone, alone on a wide, wide sea'—of sand and alkali and prickly pears." Think of it, this one weak woman with her babes alone on the great plains, struggling to keep up with passing caravans, or wandering on alone save for the week or so in which they travelled with a band of friendly Crow Indians.

It is an epic, simply written, a tribute not alone to the brave mother of Elisha Brooks, but a wonderfully moving tribute to that Pioneer Mother, the composite of the many gave of their spirit and strength and sweetness to California. Elisha Brooks has written that which will endure.

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**THE PRINTER'S DEVIL** is more or less a creature of myth and romance in these days when typesetting is done by machine, when the job-press feeds itself, and even the type lice have crept to oblivion. Yet there is a devil which persistently clings; that mischievous devil which induces typegraphical errors, omissions, and the like. It must have been this particular "devil" which invaded the lines of Prof. Galeno's article in the August number of the Western Journal of Education, with the statement that Mexico was six times the size of Chile. The professor, being intensely loyal to his native Chile, calls our attention to the fact that what he really said was that Mexico is three times the size of Chile.

The same Satanic personage also invaded the inscription beneath the portrait of Prof. Galeno, who stands in an original Mexican costume called the "Charro tapatio." This, labelled as a Spanish costume, the professor says, is an error as ludicrous as calling a man in Scottish kilts an American cowboy.

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**PLAN SMARTSVILLE BRANCH MARYSVILLE HIGH**

The preliminary steps necessary to the formation of the Smartsville branch of the Marysville Union High school have been undertaken by a committee composed of Mrs. S. Call of Lone Tree, J. McDowell of Long Bar and others.


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## THE ELECTION OF SUPERINTENDENTS

There were a number of interesting contests in the primary election of August 29.

Perle Sanderson was defeated by H. H. Sauber of College City.

William H. Hanlon won out over his opponent.

James Force of Monterey was re-elected.

Agnes Howe of Santa Clara was defeated by J. E. Hancock of San Jose.

Ben Ballard of Sonoma county failed of re-election by small vote.

A. G. Elmore won out in Stanislaus.

Mrs. Reynolds won out in Ventura.

Roy Good of Mendocino won over his opponent.

In Nevada county Miss Richards lead the four candidates and will contest in the November election.

In San Joaquin, Mr. Witt and Mr. Williams qualified for the finals.

J. E. Buckman was high man in Tulare county and will contest for the November election.

Mrs. M. L. Richmond won in Kings county.

In Sacramento county Miss Anderson, who was very popular at conventions when Mrs. O'Neil was county superintendent, is making a fight to win against Mr. Galway.

Modoc county elected Mr. C. J. Lorison.

## PROGRESS IN THE GILROY HIGH SCHOOL—E. E. BROWNELL, PRINCIPAL

Gilroy Elementary School District voted $180,000 bond issue on the sixth day of May, 1922. The bonds were sold at a premium of $4,887 and work has begun. With this money there will be erected a fourteen room grammar school building for the first six grades. Two blocks of land were purchased as a site—one to contain the grammar school building, the other for a playground immediately in the rear. Each block is 550 feet long by 350 feet wide and contains about four and one-half acres of land, thus providing a site of nine acres. The building will contain fourteen recitation rooms and an assembly hall capable of seating six hundred pupils.

Contracts have been let to erect a junior high school building to house the seventh and eighth grades and provide for a series of three rooms each for cooking and sewing. This building will be erected on the site of the present high school tract, where access may be had to the high school. This bond issue was carried by a vote of four to one in favor.

On July 25 Gilroy High School District voted a $60,000 bond issue for a high school gymnasium. The structure will contain a large hall and all the necessary rooms and apparatus required for such a building and in addition will provide for a swimming pool 20 feet by 60 feet, which is tile lined and of the latest design and type. This bond issue was carried by a vote of five to one. Work upon this building will begin in the near future.

## THE MOUNTAIN EMPIRE HIGH SCHOOL

### Or How a Community Overcame Obstacles in Securing a High School, from Statement by Superintendent Ada York

In the southeastern corner of our county we have mountains, and that for miles and miles along the border there is no such institution as a high school. Take Campo, for instance, and Jacumba Springs and those adjacent districts . . . the children there who are ready for high school either have to abandon hope of a high school course or their people have to send them to town to board away from home while attending for four years the secondary school.

Not many homes can afford to board the children and all homes wish to have their young people at home during that time when home influences are most needed to guard the growing boy and girl. So, for some time the parents in that section of the county have been thinking in terms of the desirability of high school privileges for their children.

In the latter part of August, a committee of three—Mrs. W. J. Small and Mr. Palmer J. Paine of Jacumba and Mr. Durward Johnson of Newtown—called on the county superintendent to know how to proceed to form a high school district. It was too late to form a school district this year that could take advantage of the apportionment of county aid as provided in Section 1764 of the Political Code. Even when this was made plain to the committee, they said: "We'll go ahead just the same. Never mind the thousand dollars. We want the high school and we want it now." Isn't that the spirit of real progress? After hearing so much in certain other meetings of the need of retrenchment and of going slow on school expenditures because of the criticism of the taxpayers, I felt that this exhibition of interest in education for the sake of the children and the community regardless of the necessity of raising the wherewithal was the finest sort of antidote.

The people in the five districts interested in the project held a mass meeting in the Campo school house on the evening of the twenty-third of August. It was the first meeting in the remodeled school building. By the way, the money to finance the addition that the Campo building has put on this summer was raised by local subscription, some five hundred dollars. If taxes can't produce enough, these school patrons just dip down into their pockets and, presto! up goes the building the school was needing.

Well, we met there on the twenty-third—a group of men, women and children from four districts. The Descanso people sent word that it was not convenient for them to attend a night meeting, but that they would have come if it had been arranged to have the meeting in the daytime. So, they sent their best wishes. There were four or five splendid talks by local people and the enthusiasm ran high. The point that I made was that it would be better to defer the establishment of the high school district until next year, but that the districts should take advantage of the provisions of Section 1610½ of the Political Code and arrange to have a high school class under the jurisdiction of the various elementary schools.

This was done and a class is to be taught to which the children from the several districts will go. Clover Flat has been chosen as the district to assume charge of the class. Already, subscriptions to the amount of eighteen hundred dollars have been made, and the various men and women who showed so much earnestness in the proposition are financing the matter without a murmur. We may deplore the fact that the dollar is a standard from which we cannot escape in this business world. But when we see an instance of this sort where hard cash backs up the big ideal of a high school education for the boys and girls of the back country, we feel that the dollar is not as material as it is reputed


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to be. The expenditure of it for things of the spirit is the highest expression of the pursuit of the ideal. This beginning of a Mountain Empire high school is worthy a record in the history of the high school in our county.

The districts interested are Campo, Clover Flat, Hipass, Jacumba, and Descanso. Mr. Bernard G. Nichols, formerly of Imperial county, in one of the high schools there, is employed to establish the class and make arrangements for carrying out the plan to have a district next year. Mr. Nichols is an able schoolman and an attorney and he will be an able person to act as director of the project.

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### MARYSVILLE UNION HIGH SCHOOL
### L. P. FARRIS, PRINCIPAL

Marysville high school, under the energizing influence of L. P. Farris, has made great progress during the last three years.

Just recently, by a vote of 5 to 1, sixteen elementary districts joined the Marysville high school district. The valuation of property in the union district now totals some $14,000,000; when Mr. Farris entered upon his work it was three and a third million.

The bringing in of these sixteen new districts has made necessary the establishing of three branch high schools. One has been established at Camptonville, an old mining town 48 miles from Marysville; another at Dobbins, 32 miles from town, and a third, Smartsville, 21 miles from Marysville. These schools are situated in the Sierras and difficult roads make it impossible of closer co-operation than the establishing of branch schools. Each school will have one teacher, who will give straight academic ninth year subjects.

In attendance the high school has increased in numbers around 50 per cent. The enrollment this year will be around 400 students. One of the factors leading to the growth of the school is the most active support of the citizens and business men of Marysville in school matters.

Unsolicited by school authorities, the business men during the first ten days previous to the opening of school and during the opening week have been running a large two-column advertisement in the daily Marysville paper calling the attention of grammar school gradautes to the advantages of a high school education. The advertisements are written by a newspaper man and give the outside man's view of what a high school education should mean to a grammar school graduate. The equivalent of $200 worth of space has been devoted by the business men of Marysville in this work.

A new gymnasium and auditorium is in course of erection on the Marysville high school plot The cost will be around $29,000 and the capacity 1200. A basket-ball court, showers, dressing rooms, etc., are included. A crowd of 600 to 700 can be accommodated at a basket-ball game.

Exceptionally good work is being done in vocational work. First and second prize was taken at the State Fair in this work.

The faculty now numbers twenty-one—eighteen in Marysville and one in each of the three branches.

Mr. Farris has accomplished much in three years and with the larger opportunity offered by the large union district hopes to continue advancing along the same progressive lines.


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## THE CONFEDERATED SCHOOLS OF MARIN COUNTY, SAN ANSELMO, KENTFIELD, FAIRFAX; WADE F. THOMAS, LOCAL SUPERINTENDENT

By W. M. Culp

For twelve years Wade F. Thomas has been principal of the San Anselmo grammar schools. Seven years ago the trustees of Kentfield and Fairfax decided that they wanted supervision. By mutual agreement the confederated schools were formed with Mr. Thomas as the superintendent—a banding together that has no legal existence but one that has been tremendously successful.

When Mr. Thomas entered upon the work buildings were old and pupils not so numerous. Through constructive leadership the three communities now boast four new grammar school buildings. During Mr. Thomas' superintendency there have been three bond elections—the total negative vote in all three was nineteen. A remarkable showing of community confidence and co-operation.

San Anselmo now enrolls 550 children in three schools. The main school, Miss Valerie Ansel, principal, was constructed last year at a cost of $50,000; the Lansdale school, Miss Edith Sherfy, principal, was erected at a cost of $20,000, and Miss Katie Murchison is principal of the Robert Dollar school, a two-room wooden structure. Fifteen teachers handle the children of the San Anselmo schools.

Kentfield, Miss Florence Mole, principal, has a new $20,000 building and an enrollment this year of 110, with three teachers. Fairfax, Miss Ella McCormick, principal, has a new $45,000 school house, 200 students enrolled, and a faculty of five.

All of these new buildings are modern, of brick and concrete, up-to-date and of Mission style in architecture. The growth of the population makes additional room space necessary. Twenty-five thousand dollars is programmed to be spent for additioned wings on the main school, San Anselmo, and extra rooms will be added at Fairfax and Kentfield by the first of the year.

For the carrying on of the work in these schools Mr. Thomas has an excellent corps of teachers. All of them are graduates of teachers' colleges and many have university training.

Mr. Thomas works in one of the most beautiful sections of Marin county. The terrain is heavily wooded, and shady lanes and fine homes make a splendid appearance. San Anselmo, home of a theological seminary, has the peace and quietude due such a locality. The Kentfield school is opposite Mr. Diener's famous gladiolii farm and the children looking out of the windows can gaze upon thousands and thousands of bulbous plants in bloom.

Educational work is of high standard. Students going to the Tamalpais union high school and the neighboring city schools make excellent records. Many of the children enter national educational contests and the percentage of children winning prizes is very high

There are special teachers in the special subjects for the five schools. J. A. Wendering of the Tamalpais union high school handles manual training; Miss Vivian Kennedy has charge of the music, and Miss Jessie Hannah of the physical education.

The San Anselmo schools have the departmental system in the upper grades; there are nutrition classes for underweight children, and a banking system in charge of local banks. Athletics play a prominent part and Mr. Thomas is proud of the record in the annual county field meets. His schools have won six meets during the last seven years.

Mr. Thomas is a graduate of the Chico Normal School, California, and has done much work at the University of California. He is a man who is carrying on an energetic, constructive campaign in his communities. He is getting things accomplished, he is giving the children in his charge the best there is in education, and he has won the most active co-operation of the citizens he is serving.

## THE MILL VALLEY GRAMMAR SCHOOL—H. H. MATTHEWS, LOCAL SUPERINTENDENT

By W. M. Culp

It is to the young man in education that the United States is to owe its future progress and advancement. Throughout the country there are young men who have seen the tremendous possibilities of trained educational leadership and who are conscientiously and seriously training themselves for the responsibilities of a real and constructive educator. These young men are not drifters, they have the definite purpose, formed early in life, of making education a career.

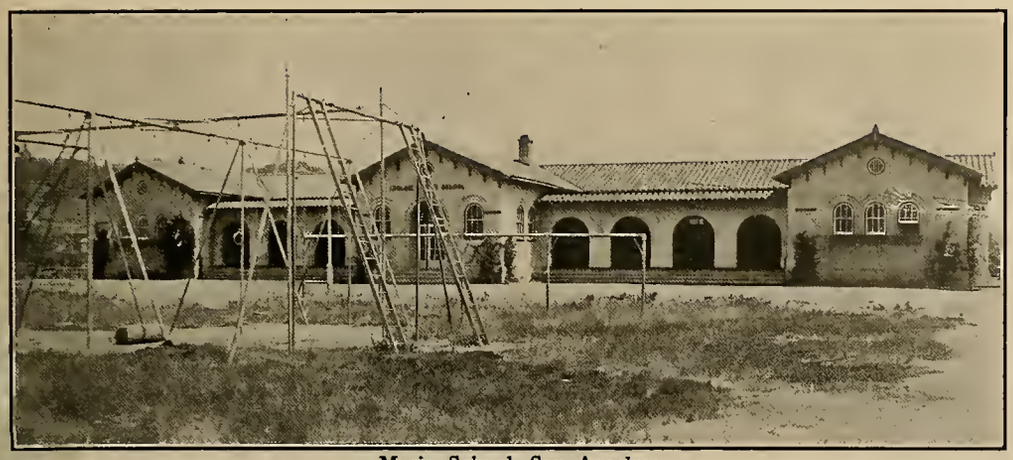
Mill Valley, California, has the good fortune of having such a type of man at the head of its schools in H. H. Matthews.

Mill Valley, situated on the west shore of San Francisco Bay, sitting at the foot of Mt. Tamalpais, nestled among the abundant greenness of tree-clad slopes, has quietness and beauty and comfort. It is a town from which the men folk commute each day by electric train and ferry to San Francisco, twelve miles distant. Mill Valley is a place of homes. It is a comparatively new town among the many that gem the Marin litoral. Its growth followed the San Francisco earthquake and fire in 1906. People who had summer homes came over and stayed permanently.

It is in such an atmosphere that Mr. Matthews works. Of the 625 children in the schools practically all come from above the average home and are of American parentage.

One of the things Mill Valley is especially proud of is the completion this summer of a new grammar school building erected at a cost of $75,000. It is called

Adeline Kent School in Kentfield



Marin School, San Anselmo

the Old Mill School—a name taken from the Old Mill that lies in the creek a small distance below the school ground.

The building has a large auditorium and eight rooms. The style of architecture is Mission. The building faces west, opposite a running creek of water up from which rises a wooded mountain slope. Twelve miles from cobbled streets and here a school in a silent spot where the children can look out upon redwood trees that stretch up to the heavens, catch the glint of red madrone tree trunks and shining leaves, see the quiver among the bay trees, and catch a glance of undergrowth of chaparral, poison oak amid scrub oak. And at Christmas time the sycamore tree stands bare and the toyon berry glistens bright red, while perhaps the mountain top has a touch of snow.

No wonder people come to live in Mill Valley. The town is growing and plans are under way for a bond issue of $25,000 to $40,000 for the adding of another wing to the Old Mill School. Seventeen teachers and three special teachers work under Mr. Matthews. Emphasis is laid upon mental testing, socializing the course of study. An opportunity room is in operation. Nutrition classes are organized. One thing the commuting parent demands is training in the fine arts; music and drawing are in great demand, as also is French. Forty-seven children are receiving instruction on instruments other than the piano. Miss Mabel Benson is the able conductor of the school orchestra and J. H. Garret handles manual training and drawing. The excellent co-operation between community and teaching body has done much to make for the educational advancement of the town. At present the Parent-Teachers' Association is installing tennis and basket-ball courts.

Mr. Matthews is a graduate of the University of Oregon. For three years he was principal of the Phoenix High School, Oregon. For one year he was principal of the San Rafael Grammar School. The last three years he has held his present position in Mill Valley. While in the bay region Mr. Matthews has received his M.A. from the University of California and has one more year's work before he receives his Doctor's Degree in Education from the same university.

Mr. Matthews is a modest young man and gives credit to G. G. Hurt, the former principal of the school, and now a rancher at Salinas, for laying the foundation for much that has been accomplished during the last three years. Mr. Matthews is a student of education, ardent in his work, a doer, a man that will continue to advance in the educational field, a man that has the opportunity of accomplishing a good job in a splendid co-operative community.

## WOMEN'S VIEWPOINT NEEDED IN LEGISLATIVE FIELDS, SAYS MRS. HUGHES

"Women should not shirk political responsibilities, but women should not enter politics merely to become politicians. The viewpoint of the women is needed in shaping the laws of the state and every woman should serve the state when called upon." The bulletin of the University of Southern California thus quotes Mrs. Elizabeth Hughes, member of the California legislature from the Seventh Assembly District of Oroville, who is this summer at the southern school working for a master's degree.

Mrs. Hughes is further quoted as follows: "The state legislature is an ideal place for women to do effective civic work. Their viewpoint is needed not only in educational matters, a field that today is absorbing more than half of the people's taxes, but in many other fields as well.

"If women are to deserve the full privileges of citizenship, so lately conferred upon them, they must be willing to share in all the duties that accompany the citizen's responsibilities."

Mrs. Hughes is serving her second term as chairman of the legislative committee on education, one of the most important posts in the legislative work, and has sponsored several laws of vital interest to the schools; among others the new compulsory attendance law, raising the age limit to sixteen years. In the last session of the legislature she carried through the law establishing the junior colleges on a firm basis and changing the normal schools into teachers' colleges.

Those who have the pleasure of meeting Mrs. Hughes personally realize that if she is a politician, and perhaps that must be conceded in view of her continued presence in the legislature, she has in becoming one sacrificed no whit of the charm and womanliness which has brought her so many friends.

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## CHICO TEACHERS' COLLEGE ADDS TO CAMPUS

The Bidwell mansion with its fourteen acres of park property surrounding has been acquired by a committee of Chico men, who will hold it in trust until such time as the state is ready to purchase it as an addition to the Chico State Teachers' College. The historic building is to be remodeled and temporary use made of it for the housing of students. It is planned to use it, when finally taken over by the state, as an art department of the expanded college.

## OLD SCHOOL HOUSE SERVES HALF CENTURY

The residents of Pacheco school district in Santa Clara county are planning a new school building of modern type and equipment. They feel that the present building, erected fifty-two years ago, has fully served its time.

## JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Vacaville grammar schools under F. E. Foster are undergoing a period of extraordinary growth and expansion. Some 500 students are enrolled this year. Mr. Foster is reorganizing classes and a course in orchestra will be given. There are fourteen teachers in the system.

Sixty-three thousand dollars worth of bonds have been voted for a new grammar school building. The structure will have six class rooms, a large auditorium, manual training and domestic science rooms. The new building will be used by the grammar grades and the present building for the primary department. Mr. Foster has the opportunity of doing excellent work in a growing rural community.

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Chas. E. Cowen, principal of the Benicia high school, has programmed a course in music by Miss Mabel L. Tenary. The course is optional and comes in the half hour preceding opening of school. The enrollment started medium and has increased until it appears that the greater part of the students will enroll.

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H. P. Short, principal of the Benicia grammar school, spent most of his vacation in the mountains and is in fine trim for the school year.

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Mark G. Wood, principal of the Fairfield grammar school, is giving more time to supervision this year. A kindergarten has been started. The enrollment of the school has reached 280.

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E. E. Cave, superintendent of Vallejo schools, believes he and his teachers have evolved a very satisfactory geography course of study.

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Miss Margaret Apperson of the Solano county board of education handles the departmental arithmetic in the Dixon grammar school.

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H. A. Sawyer, principal of Esparto high school, is looking forward toward the securing of a new high school building. A campaign will probably be waged to build a $100,000 school plant.

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The Sausalito grammar school has enrolled around 300 students. C. O. Sharpe, local superintendent, expects that in the near future the town will take up the consideration of a $40,000 to $60,000 bond issue for a new school building.

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The Larkspur grammar school under the principalship of H. C. Hall has enrolled 250 students. When he took the principalship several years ago there were thirteen pupils. Two additional teachers over last year have been secured. A bond election for $25,000 has recently been passed. Three additional acres of level ground have been added to the school grounds, making six in all. As Mr. Hall states, they are fortunate in getting six acres of level ground in one piece in Marin county. Part of the bond issue will be spent for a four-room primary annex. Mr. Hall is a great believer in mass games. He only has seven baseball teams in his school. Baseball, basket-ball, soccer, receive his enthusiastic support.

V. L. Konigsmark will handle agriculture in the Esparto high school. Mr. Konigsmark comes to California from Iowa State College of Agriculture.

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Petaluma schools continue to stride ahead under Superintendent Bruce H. Painter. There are between 500 and 600 students in the high school and around 1200 in the grades. The new junior high school building is scheduled for occupancy the first of the year.

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Thaddeus Rhodes, principal of the Daniel Webster school, San Francisco, has one of the best school buildings in the city. From the top of the building a most magnificent panoramic view of San Francisco can be seen.

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San Mateo grammar schools under Geo. W. Hall have enrolled around 1200 students this year in four buildings. Two new buildings are in course of erection which will be occupied the first of the year.

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Burlingame schools under H. E. H. Ruggles have enrolled nearly a thousand students this year.

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W. L. Glascock, head of the San Mateo high school and junior college, is busy supervising the building of the new Burlingame union high school at Burlingame. A $300,000 building on a thirty-acre plot is being erected. The building is most up-to-date. Among the attractive features has been the attention given toward the furtherance of oratory and dramatics. Besides a large auditorium, there is a special little theatre on the second floor and an out-door theatre in the alcove between two wings of the building. This stage is V-shaped and adjacent to the auditorium stage dressing rooms.

The San Mateo junior college, which began its first session this year, has enrolled around forty students.

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Guy J. Roney, principal of the Half Moon Bay high school, is in charge of a growing school. It has increased 100 per cent in the last two years. A fine new gymnasium has just been erected at a cost of $3500. The fact that a lumber mill lies directly back of the high school accounts for the low cost of the building.

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H. B. Scott is this year district superintendent of the Orland grammar schools. Mr. Scott comes to Orland from the Horace Mann Intermediate School, San Francisco.

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B. M. Dillingham is principal of the Maxwell grammar school this year. He came to his present position from Albion, Mendocino county.

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G. B. Barnes, district superintendent of Colusa grammar schools, is intensely interested in vocational education. He is working up a course of study bringing about close co-ordination between the various courses and film work.

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The Chico grammar school district under Chas. H. Camper has bought the old high school plant from the high school district and will use it as an intermediate school for the seventh and eighth grades.

Ralph W. Camper, last year principal of the Orland grammar schools, has been appointed by Sam M. Chaney, county superintendent of Glenn county, to the position of supervising deputy.

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Bakersfield, Modesto and Sacramento schools had excellent displays of school work at the recent State Fair.

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J. E. Birch, principal of the Willows grammar school, has just moved his school into a beautiful new $185,000 school plant. The school has seventeen classrooms, large auditorium, domestic science, sewing and manual training rooms, a cafeteria, dining room, first aid room, teachers' rooms, etc. The new campus is of six to seven acres in size. The capacity of the plant is some 600 students. The present enrollment is around 400. Mr. Birch has fourteen teachers under him. Willows is now equipped with one of the best grammar school buildings in the Sacramento Valley.

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Dan White, superintendent of Solano county schools, let his schools have a vacation in order to get in the fruit crop. The crop was slow in moving on account of a shortage of cars.

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Willows high school under W. H. Hooper will soon have use of a $25,000 shop building for the mechanical arts.

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Raymond J. Palmer, principal of the Williams grammar school, will introduce a course in biology this year.

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The Maxwell high school under Eugene J. Irwin has just moved into a new $90,000 high school plant.

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F. B. Smith, principal of the Colusa high school, has a campaign on for a $250,000 bond issue for a new high school.

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Miss Blanche Chalfant of the Yolo county free library succeeded Miss Essae M. Culver as librarian of the Butte county free library a month or two ago. Miss Culver takes a position in the state library. Miss Chalfant has had abundant experience in city and county work. Previous to coming to Yolo she was in the Los Angeles public library.

Miss Chalfant is laying emphasis upon music this year. Some 600 records are being purchased.

A library diploma will be presented to school children this year. The list of books to be read includes one travel, one biography, two other non-picture, two picture. The rule for non-picture does not apply below the fourth grade.

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Miss Jennie Malaley of Yuba county is putting in a primary supervisor this year.

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Yuba City is in the course of establishing a new high school. Cree T. Work has been elected principal. The school starts with a corps of six teachers. The first two years of instruction will be given. The high school district includes seven elementary districts and around fifty to sixty students are expected to enroll. Pupils are drawn from Sutter and Marysville high schools. Temporary quarters will be established on the Yuba City grammar school grounds.

T. J. Roesman, principal of the Gridley high school, returned September 18 from a trip to Europe.

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## THE SAN FRANCISCO VACATION SCHOOLS

By W. H. De Bell

Retardation is the most difficult problem the schools have to solve. This is due largely to the fact that a teacher cannot in a short school-day teach a large group of pupils in a multiplicity of subjects and still find time to meet the needs that the individual differences in pupils always develop. It is a problem with the teacher who has one grade and keeps that all day, a greater problem when there are two grades, and greatest when the teacher is teaching a single subject in a departmental group. Various means have been resorted to overcome this weakness in the graded school system. Of these, the vacation school is one. But before discussing the vacation school, it is relevant that the "opportunity" teacher, another and very effective means for reducing retardation, and incidentally reducing also the need for vacation schools, be considered.

Inasmuch as the "opportunity" teacher need not be an additional teacher and therefore an additional expense, the introduction of this innovation becomes simply a matter of school administration. For example, suppose there is a school of seven hundred and twenty pupils, grouped in eighteen classes of forty each. Eighteen teachers would be required, according to the usual method of classification—a teacher for each group. But in so classifying no teacher would have the chance to attend to the special needs of the individuals in her group. Instead of grouping as indicated, suppose the school should be classified into sixteen groups of forty-five. Then but sixteen class-teachers would be required. The other two teachers would become the "opportunity" teachers, and each would devote her entire time to meeting the special needs of the individual pupils in eight classes, either singly or in groups.

San Francisco has about fifty such teachers at the present time, and many of these have been engaged in this capacity only during the last year. The vacation schools of this year had six hundred fewer pupils enrolled than did the schools of last year, in consequence of the work of these additional "opportunity" teachers.

If all our schools were organized on this basis, the problem of retardation would not be solved—it can never be—but a great step in the right direction would have been taken and the effect would be to greatly reduce the number of pupils eligible to the vacation school.

But we shall always have some students who need more time than others, some who through sickness or travel or other causes were compelled to absent themselves from school, and many ambitious students of strong body and mind who in a vacation school may be enabled to gain a term's advanced standing. In meeting the needs of such pupils, the vacation school has demonstrated the justice of its demand for permanent recognition and generous support.

Tabulation of the results from the last session not having been completed, the following is taken from the report of the vacation school ending July 22, 1921:

"Two types of pupils were provided for in the vacation schools—first, those who without assistance from the vacation school would not be promoted, but who, through regular attendance and reasonable effort during the five weeks of the vacation school, could secure promotion; and second, those who, on account of their superior ability and class-standing, might, in a similar manner, qualify for double promotion.

There were more than three thousand pupils enrolled from the elementary schools. Of these, twenty-one hundred and four received a single promotion; while three hundred and twenty-nine received a double promotion.

At the reopening of schools in August, the first result of the vacation school's work was that twenty-four hundred and thirty-three pupils in the elementary schools found themselves one term farther advanced in the grades than otherwise they would have been.

What is the full significance of this fact? And is the cost of maintaining vacation schools justified? Are they an additional burden upon the community?

The total cost of the elementary department of the vacation schools was $10,553. Had these twenty-four hundred pupils not received promotion through the vacation schools, the city would have had to provide schools for them one term longer than it now will be required to do. Allowing forty pupils to a class, sixty teachers would have been required for giving these pupils a chance to repeat the grade work, and the item of salaries alone for this purpose would have amounted to $58,000. Deducting the expense of the vacation schools, as given above, we find an actual saving of approximately $48,000, which is but one item of financial economy gained through the vacation schools.

The parents of twenty-four hundred children will be relieved of the burden of their support for half a year. In these days of high cost of living it might be interesting to estimate the gigantic aggregate sum representing the load from which the vacation schools relieved these parents.

These twenty-four hundred pupils will be enabled to enter upon the active duties of life as wage earners half a year sooner than they would otherwise have been able to do. Estimating the earnings of the individual at the very conservative figure of fifty dollars a month for the six months saved, the pupils this year promoted through the vacation schools would represent an earning capacity of $720,000. So, whether regarded from the standpoint of relief to the parents or actual earnings by and for the pupils themselves, this item is one of great economic interest.

But there is a broader and more significant view than that of economy in dollars and cents. There is the gain in the development of human character—a changed attitude towards school and towards life when twenty-four hundred prospective "failures" are encouraged through the opportunity offered by the vacation schools to put forth such effort as converts failure into success. Who is able to estimate the gain intellectually when twenty-four hundred pupils cheerfully and interestedly set themselves to new tasks, rather than sullen and dispirited return to school to retrace the course of the previous term!

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All that has been said of the elementary department of the vacation schools may be applied with equal force to the high school department, in which skillful instructors daily ministered to the needs of one hundred and ninety-nine students from the various high schools. These students succeeded in gaining a total of six hundred and twenty-two credit hours.

The work in both the elementary and the high school section was characterized by a high degree of interest on the part of the pupils, as indicated through their regularity of attendance and splendid attention throughout. These pupils were deeply in earnest, and the results of their efforts are highly gratifying.

Let us hope that in the future the moral and financial support of the vacation school may be sufficient to meet its legitimate needs."

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# Impressions From Abroad

By Ruth Thompson

What can a teacher gain from a trip abroad?

She can gain in inspiration and knowledge in exact measure to the background of knowledge which she took with her when she started, according to Selden C. Smith, manager of the Pacific Coast branch of Ginn Publishing Company, who has just returned from a three months' tour of foreign countries. This preliminary preparation is essential if one is to benefit definitely in the teaching of history, literature, geography and art.

"We find in the school room that the child who has taken trips either by automobile or by train, brings more to the class and gets more from it, in a geography lesson, than does the child who has not been out of the home environment. So it is with the teacher," Smith declared. "To properly appreciate England she must know English history. This will more than double her appreciation of the castles, the old Roman walls, the cathedrals and other historic monuments. As it is with history, so it is with literature, art and geography. I would advise every teacher who contemplates travelling to be prepared as well as possible on all points of the things he is to see."

The itinerary of the party of six of which Mr. Smith was one, included visits in England, Scotland, Wales, Belgium, Holland, Germany, Switzerland and France. Six is the ideal number for accommodation, expense and companionship, according to the traveller.

Outstanding features of the trip as outlined by Selden Smith are:

That for pure artistry and beautiful simplicity, the Passion Play at Ober Ammergau stands forth a unique and never-to-be-forgotten performance;

That Switzerland is the ideal place for recreation;

That England leaves an indelible mark of scholarship, culture and refinement that is both restful and refreshing;

That ideas of class in England are somewhat disconcerting to the ordinary American;

That castles, in romance and beauty, actually come up to the fervid imaginings of one's childhood;

That, after all, America, even without the traditions of an older country, is, without qualification, the best place to be and his appreciation of American citizenship and ideals was increased one hundred per cent by his sojourn in foreign lands.

Castles, cathedrals, colleges, art galleries, theatres, operas and libraries, all faded into ordinary affairs before the great inspiration of the Passion Play at Ober Ammergau. The travellers were assigned a lodging place at the home of Guido Mayr, who is taking the part of Judas Iscariot. There the actor lives with his family of five and there the Americans obtained an intimate glimpse of the reasons for the world-wide fame of the play. Each actor lives his part in his daily life and the assignment of the part he desires from childhood to manhood is the culmination of a definite desire and aim for which he has been steadily working. Though the play stretches through hours of emotional strain, one is held spellbound, unmindful of the passing of time, unmindful of the cares of the world outside of this drama, unmindful of himself as a being but projected bodily and spiritually into the greatest human drama that has ever been enacted.

Two of the noted characters Smith met while en route were Dr. Aurelia Rhinehart of Mills College and William Howard Taft. The latter in a speech paid a beautiful tribute to teachers when he declared that "teaching is the greatest and most useful of all professions".

This same profession of teaching, however, is not in such high repute in England, according to Smith, who found radical differences in the school systems in England and the United States. Schools, books and educational requirements are all different, and in illustrating the position of an ordinary teacher it was explained that the chauffeur of the party was a highly respectable man and he had married a teacher and was regarded as being on her social plane. As for a bookman—he is decidedly below that plane—but that is because he is in business or is working for his living.

That England lives in her past and is proud of her traditions, while America is building for the future, was one of the noticeable points. While visiting schools and colleges the tourists were taken through Balliol College by the president, who is called the Master. "See", said this Master, while the party was standing in an inner court, "multiply these buildings by twenty-two and you have Oxford. These walls were standing when Columbus took his little trip to America. Ours is not a mushroom growth."

The atmosphere of repression in the young people and the lack of vivacious interest or spontaneity in their elders made a marked impression upon the Americans.

"Do you think those English youngsters stood out in the road and waved at us, hollered or made faces at us the way American children often do? Oh, no! They are not really accustomed to automobiles, but use many buggies instead, but automobiles or strangers call forth no comment or demonstration of friendliness or otherwise on the part of English children. When we neared Scotland, however, we noticed that the children seemed more rosy-cheeked and gay and sometimes they would wave or call to us. Particularly in the hotel lobbies we noticed the quiet and refined atmosphere which prevailed. The voices of the English were soft and quiet. The only raucaus or noisy people were Americans. "Why," and the narrator had a twinkle in his eye, "my wife would not even permit me to laugh or tell a joke for fear we would be thought boorish. We were not ashamed of our nationality, do not think that, but we were anxious to prove that Americans, too, could be soft-toned and quiet. I was glad to get to Scotland and laugh and be myself again.

One of the most surprising features in the English school is that discipline still consists of corporal punishment for boys even of high school age. For this purpose the old-fashioned teacher's whip is used.

"England is the place to go to study. Switzerland is the place for sport and recreation. So fundamental do the English make their studies, in such high regard do they hold their scholarship, that a student absolutely masters his Latin and Greek. An address or lecture delivered over there is usually freely sprinkled with Latin phrases and sentences and it is evident that the ordinary audience is following and appreciating all that is said.

"This earnestness and application has so impressed me that I cannot too strongly urge my children and all young people to apply themselves to their studies so they may understand and appreciate conditions, and teachers, and all who plan to travel should have the same motivation if they expect to derive true inspiration from foreign travel."


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# British Library Practice Antiquated
## Conservation Bars Modern Methods

America is accused by those residents of other countries who occasionally sojourn in our midst with a lack of respect for age and tradition; an accusation which may have its basis of truth. America has, however, that respect for the historical which impels the careful preservation of documentary and other records. Our modern libraries are the last word in fire-proof construction, with contents which are filed, indexed and cross-indexed to the nth degree.

F. W. Wentworth, of the Library Bureau, who has just returned from an European trip which extended over several months, was greatly impressed with the opposite side of the shield as displayed in the antiquated methods of the British libraries. Housed in buildings which, while hoary with age and steeped to the eaves in tradition, are nevertheless of frame construction and ready fuel for combustion, he found documents of priceless value. Such construction characterizes the buildings of the great library at Oxford, which contains documents of vital importance to the history of the English race.

Here are original manuscripts of irreplacable value; tomes of monkish origin, hand illuminated, unique; here are volumes from the earliest presses, priceless specimens of the typographical art—carelessly shelved with little apparent regard for their safety. Not that the Briton does not appreciate their value—he does, few better—but English conservatism has not yet adopted American ideas in this regard.

They still cling, too, Mr. Wentworth says, to the primitive ideas of indexing which must have been standard practice before the days of Dickens. The entire Oxford library of 1,750,000 volumes is indexed in great books, a whole room of them, largely hand-written; changes made by pasting in slips of paper, cumbersome, inelastic. Here again English conservatism stands guard against installation of the American card index which would, in a few stacks of drawers, give reference and cross-reference, easily referred to, easily changed or added to. An attempt was, indeed, made some years ago to card index this library, but the English verdict was, "It cawn't be done!"

Disinclination to change is seen also, according to Mr. Wentworth, in the housing and equipment of the public schools. Antiquity, tradition, are treasured at the expense of the comfort and well-being of the pupils. That which served to house the school heroes of a hundred or several hundred years ago must of necessity be amply good for the boys of this generation. Desks and benches deep carved with names of pupils who since have found secure place in British history, must serve the boy of the day; a vivid contrast to the attitude of the American public which demands for its children the latest thing in comfort and sanitation.

In equipment as well is the English school many years behind the American standard. Laboratories are small and ill-equipped. The textbooks appear to be as antiquated and governed by tradition as the buildings and furnishings. Even the English teacher—this does not apply to those who have attained to the dignity of a scholar—is restricted to a place in the social economy comparable to that of an upper servant.

In one point, however, Mr. Wentworth finds the English educational system superior to our own. Scholarship is of prime importance. The various frills which the American school system sews to the shirt of education are in England conspicuous by their absence. The aim is toward the making of a scholar rather than a carpenter, bookkeeper, dressmaker or milliner. To this, perhaps, is due the pre-eminence of the English in the world of letters.

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**The Field Readers**, by Walter Taylor Field.

The Field Readers consist of The Field Primer, The Field First Reader, The Field Second Reader, The Field Teachers' Manual, The Field Reading Chart, The Field Phonetic Chart, The Field Phonetic Word Builders, The Field Cards for Sentence Matching and Building, The Field Perception Cards. The series is distinctly a method series. For the use of the primer and the first and second readers the six helps, consisting of manuals, charts, cards, etc., are written. These contain outlines, detailed plans for each lesson, songs, stories, games, material for morning talks, suggestions for construction work and problems. In fact, so much detail is given regarding the use of the books that the teacher need not develop any lesson for herself. If she approves of the methods used, the work is done for her.

In the argument in the Teachers' Manual for the use of the Field Readers, the fundamental principles of primary education are listed as follows: correlation, motivation, self-expression, sense training, training for character and citizenship. It is claimed that these principles may be applied in the teaching of reading—that these principles are applied in the Field Readers. The method, the introduction states, is "a thought method. Word-getting is necessary and must be mastered, but only as a means of thought-getting."

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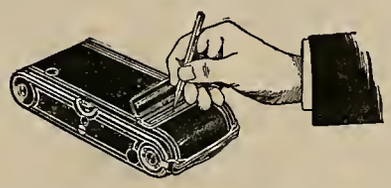

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**Office Practice and Business Procedure**, by Florence McGill, Julia Richman High School, New York City.
**Handbook to DeHaas' Business Organization and Administration.**
**The Commercial Program of Studies for High Schools**, by Arnon W. Welch.

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memorizing of rhimes. Sight words are taught and phonics applied after the first eight weeks. Prose stories are used with the rhimes.

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The books are well illustrated and the content should hold great interest for the child. (Ginn & Company.)

## JOTTINGS

By W. M. Culp

Miss Irene A. Burns, superintendent of Placer county schools, intends to hold her county institute in October.

Irwin Passmore, superintendent of Butte county schools, held his institute at Oroville September 12, 13, 14.

J. O. Tuttle of Ginn & Company, Charles W. Beers of Rand-McNally & Company, C. R. Colwin of Silver-Burdett & Company, W. M. Culp of Harr Wagner and Blakiston Companies, were present with book displays at the Butte county institute. Silent reading, spelling, music, etc., will be emphasized by Mrs. Barnard in her work.

Miss Elsie Wright, who last year graduated in art from the University of the Pacific, is supervisor of art in the three grammar schools of Roseville.

Mrs. S. N. Barnard has been appointed general supervisor of studies for Placer county by Mrs. Irene A. Burns. Mrs. Barnard comes from Idaho. She is well acquainted with California, having spent three summer sessions in California universities. Mrs. Barnard is delighted with the beauties of the territory in which she will work.

The Roseville high school under E. M. Locher has been reorganized this year. The faculty has been increased from twelve to eighteen and put on a departmental basis. A new shop building is in course of construction and new courses have been added.

An innovation is the general assembly for twenty minutes before school opens each morning. Music part of the time and a course in manners and conduct will be given at this time. Miss Mamie Sullivan has been made dean of girls and will have charge of the course in manners and conduct.

Another factor to be strongly emphasized is music under Miss Alberta Shafsky. Miss Bess E. Stears, who has had experience on the Chatauqua circuit, will teach English and give a course in expression. Miss Gean Folsom, in charge of physical education for girls, will give aesthetic dancing and have girls' track athletics in addition to the regular work.

S. P. Harrison has been made vice-principal and will continue in charge of vocational work and the apprentice school, which takes care of men sent to school from the Southern Pacific shops in the city.

C. Clay Mosby of Oregon Agricultural College will have charge of boys' athletics and a fine football team is in the making.

W. C. Whitaker, in charge of agriculture, will give increased attention to the deciduous fruits for which Placer county is famous.

Geo. T. Berry, principal of the Durham grammar school, is president of the Butte county board of education.

W. T. Eich, principal of the Roseville grammar schools, has 876 children registered already this year in his three schools. Mr. Eich has the largest grammar school system in Placer county.

Miss Irma Cole has been appointed librarian of the Woodland public library. Miss Cole comes from the Modesto public library.

J. P. Gallagher, principal of the Rocklin grammar school, has in prospect a new school building made possible by a recent $10,000 bond issue.

Miss Stacy Armstrong, for the past ten years departmental teacher of English in the Woodland grammar schools, has been appointed by Miss Harriet S. Lee, superintendent of Yolo county schools, to the position of supervisor of English in the county schools. Miss Helen K. Stewart has been appointed music supervisor.

Eugene Paden, principal of the Auburn grammar school, has enrolled 380 pupils this year. Two new teachers have been added. Mr. Paden has an especially attractive building to work in.

Miss Cornelia D. Provines, librarian of Sacramento county free library, has moved her library to larger quarters in the basement of the courthouse building.

The Sacramento city schools under Superintendent Chas. C. Hughes are continuing their rapid growth and development. The enrollment in the elementary schools this year totals some 1961 children and the high school and part-time 3193 students.

A uniform building program is being followed. Eleven new elementary buildings have been added. Six of these are already occupied. Five will be ready for use soon. These elementary schools are all built on the unit plan so as growth comes additional units can be added. Even at the present $400,000 is being spent in additions to new buildings.

Mr. Hughes believes that school to the child should be a beautiful experience. He believes that it should start in the kindergarten. In the Jefferson school this idea has been carried out. The kindergarten is held in a high vaulted room, finished in blue, with huge canvasses depicting Mother Goose rhymes on the walls—a place containing the spirit of play and beauty.

The new high school in Sacramento is being built in two units. The first, costing $760,000, is completed. An additional $750,000 has been voted and will be expended for the second unit. With grounds this new high school plant is investing some $1,540,000. At present the Sacramento Junior College is occupying the new high school unit.

The Sacramento Junior College is in charge of Dean Belle Cooledge—the only woman dean in junior college work in California. Miss Cooledge is a University of California graduate and has held the head of the department of mathematics in the Sacramento high school.

Courses leading toward degrees in the colleges of letters and science, civil engineering and commerce are being given. Two years' work is programmed. The junior college has a staff of twenty-five different instructors, nine of them being full time. The enrollment this year totals 271, 121 being regular students and 150 enrolled in special classes.

For the last three years the college has doubled its enrollment each year. The first year numbered 39, the second 67, and the third 121.

The Sacramento Junior College is in a position to grow rapidly and to become one of the largest of the junior colleges of the state, and Dean Cooledge has an opportunity offered few women in California.

The contestants for the county superintendency of Sacramento county are both teachers in the Sacramento city schools. Miss Margaret P. Anderson teaches in the night school and was deputy to Mrs. Minnie R. O'Neil when she was county superintendent. She is opposed by R. E. Golway of the physical training department of the high school.

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### ALAMEDA COUNTY LIBRARIAN RE-APPOINTED

Miss Mary Barmby, under whose direction the county library system of Alameda county has been thoroughly established, has received at the hands of the county board of supervisors her appointment to a second four-year term as county librarian. During her first term of office a unique system of branch libraries covering the rural districts of the county has been successfully inaugurated.

### PROPOSE CONVERTING SCHOOL INTO WAR MEMORIAL

With the commencement of construction of the new Vocational High School and Theodore Roosevelt High School, comes a suggestion to the board of education of Oakland that the old Oakland High School building be converted into a memorial to the soldiers of the late war. Its location is such as to be no longer suitable for school purposes and sentiment seems to be in favor of the plan.

The Patterson high school has two new teachers on its staff this year. Miss Grace O'Neill, formerly of Chico, is supervisor of music, and Miss Agnes Jewett comes from San Luis Obispo to take charge of the department of ancient and modern languages.

F. E. Green of Honcut, last year a member of the Oroville high school faculty, is now instructor in journalism and printing at the San Jose high school, in charge of night classes in these lines.

The Martinez high school has five new members in its faculty—Mrs. Donald Morgan, Miss Mary A. Baird, Miss Mabel Canovan, Oliver G. Wolcott and Floyd W. Farley.

The Visalia union high school shows the increase in enrollment in the addition of four teachers to its last year's staff of nineteen. With changes necessitated by resignations, the new members of the faculty are Harry Nelson Luttenton, W. J. Sanders, Miss Blanche Lathrop, Miss Rosalia Borgman, Mrs. Lottie Goad, Miss Nora Lyon, R. B. Curtis, and Miss Margaret E. Corwin.


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J. O. Gossett, a Stanford graduate and last year a member of the Stockton high school faculty, is the new principal of the Weed high school.

New members of the Corcoran high school faculty are Eugene C. Baker, who taught last year in the Linden high school; Miss Clara Steinmetz and Miss Irmgard C. Witt.

### SUE TO VOID BONDS

Certain residents of the Soscol school district of Napa county have brought suit in the Superior Court to declare null and void the election of last July, in which bonds were voted for a new school. The complaint alleges that the vote was erroneously canvassed.

### IMPORTANT STEPS FORWARD IN EDUCATION

The Board of Education has established a class for the tubercular children in the San Francisco Hospital, with Miss Jane Seymour Klink in charge. The instruction is to be the same as that provided in the public schools, and the work will be under the jurisdiction of the Board of Education. Officials of the board consider this hospital class a most important forward step in education.

### FAMOUS ANZAC WOMAN WAR HERO VISITS LOS ANGELES

Recovering from an operation performed in a San Francisco Hospital, in which numerous pieces of shrapnel were extracted from various parts of her body, Dr. "Jack" Boileau, famous woman physician who served more than four years in the Australian armies in France, is a visitor in Los Angeles today.

Dr. Boileau, who is an accredited Anzac, and among 1700 survivors of an original contingent of 30,000, is one of the few remaining women entitled to wear the gold "A", the emblem of the true Anzac, on sleeves of her civilian clothes. She exhibited it proudly at the Stowell Hotel, where she is staying for a few days with her traveling companion, Miss Gladys Morrison, of Vancouver, British Columbia.

"Doctor Jack", as she was familiarly known in war days, was not only wounded on three different occasions, but also gassed. She is having difficulty in finding a climate in which her weakened physical condition can be improved. She hopes to make her home in Los Angeles, and may take up the practice of medicine here. She is a niece of Senator Pearce, minister of defense of Australia, and a graduate of the Sydney University Medical School.—Los Angeles Express.


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# BOOK REVIEWS

### ANTHOLOGY OF NEWSPAPER VERSE—1921

Those who hold themselves superior to newspaper verse will find proof here that they are missing much of beauty and value. Here are 175 poems by 130 writers, gathered from 71 newspapers and covering every city of size in the United States with the exception of San Francisco. (San Francisco newspapers do not encourage poets.) The standard of verse is surprisingly high; it ranks well with the magazine verse of the day, and it is refreshing to find so many new names. Indeed, this volume might be cited as proof that magazines buy their verse by the writer's brand, rather than for quality, for here are writers unknown to the magazine page with themes of originality and beauty exceptionally well rendered.

Frank P. Davis, collector of the anthology, is rendering a real service to the public in making known these otherwise unrecognized writers.

Anthology of Newspaper Verse, 1921. Frank P. Davis, publisher, Enid, Oklahoma.

### AESCHYLUS PERSAE

From the Clarendon series of Latin and Greek authors. Designed as an aid to the early stages in teaching Latin and Greek. The author has given the "Persians" of Aeschylus in novel form. Verses in the original Greek are interspersed with verses in the English translation with the view to holding the interest of the student rather than making the translation for him, but it seems doubtful if the English rendition is adequate. The use of rhyme detracts from the dignity of the movement.

Aeschylus Persae, edited by M. R. Ridley. Oxford University Press.

### SUPERVISION AND THE IMPROVEMENT OF TEACHING

A book of particular interest to the elementary school supervisor, by William H. Burton, director of training schools in the State Teachers' College of Winona, Minn., and formerly of the Washington State College. A discussion of the problems and procedures of the supervisor, containing outlines and score cards evolved from practical use in graded schools. Dr. Burton states that one of his principal purposes is to endeavor to bring into closer harmony the teacher and the supervisor, and consequently has given much space to the teachers' method, problems and viewpoint. Likewise, the discussions of supervision are given as much for the teacher as for the supervisor. A practical, valuable and very interesting guide to superintendents, principals and grade supervisors, and a helpful textbook for the use of college and normal school classes.

Supervision and the Improvement of Teaching, by Wm. H. Burton, A.M. Appleton.

### ESSENTIAL PRINCIPLES OF TEACHING READING AND LITERATURE

This volume, by Sterling Andrus Leonard, assistant professor of English of the University of Wisconsin, is not a discussion of class-room methods or a compilation of devices. It considers the teaching of reading and literature from the third grade through the high school and is simply a statement of the underlying principles on which such work must be conducted, with illustrations showing how these principles have been illustrated in actual school-room work. The principles discussed are based upon three fundamental doctrines: to begin where children actually are, to secure significant and valuable materials of study, and to help pupils to realize the immediate worth to them of both subject matter and technique and to "approach great literature in a spirit of unaffected curiosity about fresh aspects of life."

"Essential Principles of Teaching Reading and Literature," by Sterling Andrus Leonard. Lippincott.

### SOCIAL WORK IN THE LIGHT OF HISTORY

First volume in the Lippincott sociological series, designed to present systematically a summary of the most substantial results achieved in the different subdivisions of sociology. It is written especially for college students and those interested folk who desire information as to the significance of social work without delving too deeply into the subject. It is really an historical review, but departing from usage through its working back from the present. It emphasizes the usefulness of history in interpreting the present and anticipating the future.

"Social Work in the Light of History," by Stewart Arthur Queen, Ph.D. Lippincott.

### ENGLISH CRITICAL ESSAYS, NINETEENTH CENTURY

Here, in a convenient pocket edition, are brought together illustrative literary criticism of the nineteenth century. This was an epoch of importance. The Romantic Movement was finally well defined and conscious, a current which has affected all later English poetry and criticism. The essays included are many of them by the poets themselves, discussions of the work of contemporaries or others. Wordsworth, Coleridge, Lamb, Shelley and others; with two of our American writers, Emerson and Lowell. A valuable book for the writer of verse who takes his art seriously or for the reader who takes his poet seriously.

English Critical Essays of the XIX Century, selected and edited with notes by Edmund H. Jones. Oxford University Press.

### KEATS, POETRY AND PROSE

It is a question if contemporary critics ever arrive at a sound estimate of a poet's worth. That which is new is usually either utterly condemned or lauded to the point of absurdity. In this volume from "Oxford, at the Clarendon Press" the student is given the opportunity to compare the opinions of Shelley, Lamb, and Jeffrey's, with Swinburne and Bridges. The book contains, beside these various critical essays, selections from the poetry and letters of Keat's, and notes both critical and explanatory. A book for the high school and college as well as for the lover of poetry for its own sake.

Keats, Poetry and Prose, with essays by Leigh Hunt, Bridges, and others. Oxford University press.

### "TYPE STORIES OF THE WORLD FOR LITTLE FOLK"

A third-grade geography by Ruth Thompson, is just off the press. As a geography teacher you will be interested in this book. Its method of approach is new and interesting. The material is really a series of simple stories divided into three parts: the study of the natural phenomena surrounding us, or "The World in Which We Live", how we respond to the world about us, or "How We Make Use of Things in the World"; how other people make use of things in their part of the world and manage to live and contribute to life in general, or "Boys and Girls in Other Lands".

Accompanying the lessons in Part I are appropriate nature study poems and each story is preceded by an experiment in the guise of play which awakens the active imagination and spirit of true interest in the child.

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In the "Suggestions to Teachers" in the appendix helpful hints are given for the lessons as they progress in handwork, art and other activities; references are listed and places named where exhibits may be obtained gratis are named. Suggestions for a pageant for "The Boys and Girls of Other Lands" are made and a "reel story" which will delight the children is given.

These lessons have been tried out successfully in the school room. They were gathered and written with the particular interest of the child at heart and the needs of the elementary grade teachers in geography who have often, to draw on a wide range of material in order to get satisfactory results.

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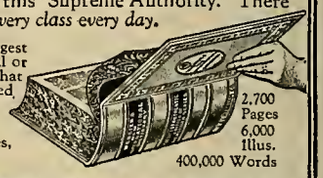

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Supt. Roy Cloud of San Mateo county, who has developed into one of the most popular institute conductors in California, was the principal speaker in Trinity county the week of September 18. He will also assist Dan White in October, and will hold his own institute October 8, 9 and 10. Supt. Dexter of Mariposa county will hold his institute October 23, 24 and 25, with Supt. G. P. Morgan, Harr Wagner and Dr. Bolton as instructors.

### TIGERT ON EDUCATIONAL LEADERS—HATS OFF TO INDIANA!

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From such men as Wm. B. Owen, president of the National Educational Association and principal of the Chicago Normal College, Prof. F. E. Spaulding, head of the department of education of Yale University; Prof. J. W. Searson of the English department of Nebraska University; and others, comes high praise of this work. Prof. Searson says, "Accuracy, the resistless human interest appeal, and editorial perfection are combined to make this set distinctive, directly educational and invaluable in every home and in every school room . . . a real miracle among current educational creations."

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Compton's Pictured Encyclopedia, in eight volumes. F. E. Compton & Company, Chicago.

## NEW MUSIC CHART.

For some years past educators have advocated more universal musical education. For while not all of us may be musicians, we may, nevertheless, all be taught to appreciate the beauties and the complexities of one of the finest arts. To this end courses have been widely established to give general training in the appreciation of music. However, like many another cultural subject, a course in music appreciation runs the grave danger of remaining vague and intangible. Much of the material in such a course may prove so indefinite as to pass over the heads of the students. It is to meet this difficulty that the Bank Stock Chart was designed by the head of the music department in the Dominican College at San Rafael, whose school of music has long been recognized as one of the foremost in California, and issued by the Mysell-Rollins Bank Note Company of San Francisco.

Although in no way intended to take the place of a text, this blank book is of distinctly constructive aid in making the work in music appreciation concrete and definite. By aid of the chart the student is guided in analyzing music offered for study. The various columns—for subject, composer, analysis, themes and ear-tests, and medium of interpretation—allow him to organize in complete but concise form the essentials of the course. And through the analysis and organization he is not only able to learn more easily and more accurately, but he gains materially in understanding and appreciation.

In estimating the musical knowledge acquired, the teacher gains in the added ease and accuracy with which she may gauge her students, and the pupil in the more correct judgment which his instructor may now form.

The chart is printed on the Mysell - Rollins Company's bank stock paper, which takes pen or pencil smoothly and evenly and minimizes eyestrain.

The chart is already in use in several departments of music, and since it is adapted to all courses or grades it will unquestionably be found valuable in others.

## N. E. A. LIBRARY COMMITTEE IGNORES CALIFORNIA

Congratulations! We did not think it possible, yet it has been done. To the five members of the Elementary School Library Committee of the National Educational Association—including the one member from Los Angeles—is due a wreath of laurel for an achievement unsurpassed. Or perhaps a wreath of myrtle would be more appropriate. This committee has listed close to eight hundred books as desirable for children's home reading, presumably books which a child should read, and have found it possible to exclude all mention of California with the exception of four or perhaps five books. One of these is pure fiction; one is included because it is "descriptive of the life of the American sailor"—which it is not, though it is a sea classic—and the others, well, it may be they were included through inadvertence.

Where are the stories of the Franciscan missions; where, except in cursory mention, the Spanish explorations? Why no drawing upon that valuable and thrilling fund of California pioneer history? No state in the union has more of romance than California. Few states have played a more important part in the world's history. Of the wealth of literature dealing with California there is a vast amount both interesting and of value to the child mind. Yet what do we find in this "Graded List of Books for Children?"

Of the first fifty books listed, twenty-nine are books of fairy tale and fable. True, these are in the section devoted to grades one to three; but this preponderance of froth runs through the entire list. If it was the intention of the committee to induce in children an appreciation of and desire for that which is worth while in literature, the compilers have fallen far short of the mark.

Lest there be accusation of lack of constructive criticism, let the attention of the committee be called to what has been said of one typically California production, the "Autobiography" of Joaquin Miller: No less an authority than U. S. Bulletin No. 32 of the Board of Education says, it is "unexcelled for the teaching of American ideals." If it should be that the members of the committee are unfamiliar with this epic of the old west, let it be suggested that they, too, will find it interesting reading.

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Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before January 13, 1923.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in language," may be submitted on or before the hour of 4 o'clock p. m. of January 13, 1923.

Alternative bids for supplying completed books, as specified above, f. o. b. Sacramento in carload lots will also be received.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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2. Geographical material dealing with North America and South America, intended for fourth grade;
3. Geographical material dealing with the United States and California, intended for fifth grade;
4. Geographical material dealing with methods of travel and transportation, intended for 5th grade;
5. Geographical material dealing with Europe, intended for sixth grade.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before January 13th, 1923.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in geography," may be submitted on or before the hour of 4 o'clock p. m. of January 13, 1923.

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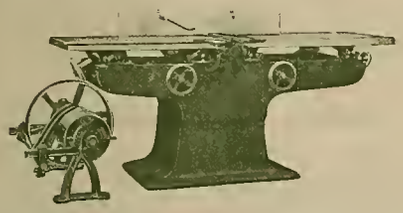

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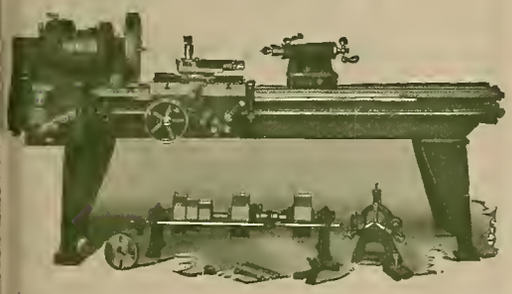

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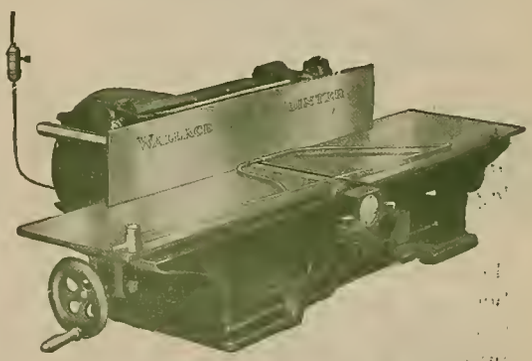


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**Rarely now** do we meet anyone who doubts the efficacy of textbooks in American education and thinks we had better get on without them. Nevertheless, this idea occasionally crops out, which leads us to call attention to an experiment in teaching by Professor Higbee of the State University of Iowa. In teaching descriptive geometry, for instance, he ascertained that after one lecture only 11 per cent of the students were able to pass an examination. A similar proposition was taught from a textbook, whereupon 75 per cent of the students showed that they understood it. A large number of additional experiments were made, the conclusion of all of which in the mind of Professor Higbee is as follows:

"The conclusion to be reached from these two experiments is so obvious as to require no exploitation. Briefly stated it is this—the method of presenting facts to students by the lecture system is inferior to the method of presenting facts by the textbook system.

"Students are not capable of taking notes, are not able to remember demonstrations without notes, and are not developed mentally to the point of being able to assimilate facts at one hearing.

"Given a text in which the matter to be learned is clearly stated, students will devote sufficient time to the study of these facts to overcome their individual handicaps in rates of learning.

"After sufficient time for study, a class will demonstrate, if taught by the textbook method, in one trial that they have mastered the lesson. It requires from three to five trials to reach the same state of class perfection when the instruction is by the lecture method."

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Miss Clara J. Cagwin of Berkeley and Miss Loverne Hays of Clovis are new instructors in the English department of the Selma high school. The library work has been taken over by Miss Nellie Christensen, and Miss Mabel W. Ealand will have the classes in cooking. Physical education will be in charge of Mr. Logan C. Edwards, formerly of the U. C. faculty, and Miss Margaret Lawton, 1922 graduate of the university. Americanization and part-time classes will be in charge of Mrs. Mildred A. Montebello. Science and mathematics will be taught by Mr. E. C. Snyder.

The trustees for the new Calistoga Union school district are E. L. Armstrong, Mrs. F. L. Grauss, W. D. Tucker, Mrs. Nona Wolleson and W. T. Bentley, appointees of School Superintendent Lena Jackson.

### NEW CHILDREN'S PLAYGROUND FOR OAKLAND

The large tract of land at the northwest corner of Third and Linden streets, recently deeded to the city by the Oakland Social Settlement, has been set aside by act of the city council as a children's playground.

### MERCED UNION HIGH SCHOOL PLANS GYMNASIUM

According to an announcement by Principal A. W. Meany the new Merced Union High school is to have its gymnasium by Christmas time. Plans for the $35,000 building have been drawn up and immediately upon acceptance of the bids by the board of trustees the work of construction will be started.

### VENTURA FIRE LOSS

The Piru school house, in the northeastern end of Ventura county was recently burned, resulting in a $20,000 loss.

### TO INSTALL FIRE ESCAPES

The two grammar school buildings of Fortuna, Humboldt county, are to be equipped in the very near future with modern fire escapes, if the report of the business men's committee is favorably acted upon.

### NEW PLAYGROUND EQUIPMENT

The Vallejo city council has included in the budget for the year an appropriation of $2500 for new playground equipment and repairs.

### SANTA ROSA'S PROGRAM

Plans are under way for the building program which will during the coming year entail expenditure of $616,000 for the additions and replacements to the Santa Rosa schools. Final plans for the new Lincoln elementary school have been accepted and tentative plans are under consideration for the group of high school buildings. The main structure will be the administration building, and to this will be added as there are available funds the domestic arts, science, gymnasium and agricultural buildings.

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**BUSINESS GEOGRAPHY**, by Ellsworth Huntington and Frank E. Williams, with the cooperation of Robert M. Brown and Lenox E. Chase.

This geography is a textbook for schools of commerce, commercial departments in colleges and for upper high schools as well as the ordinary business man who seeks to improve his business by understanding local conditions and the forces that lead up to them. The five parts of the book are: Geographical Principles in Business; Business Relations as Evolved Among Typical Communities; The Business of the Continents; The Business of the United States and Canada; Statistical Tables. "Business Geography" with the light it throws upon causes and results gives a reason for conditions and seeks to build upon a firm foundation the logic of things as they are. It proves that given certain conditions, certain results may be obtained. The problems and series of tables included combine to make the book particularly comprehensive and helpful. The book is one of the Huntington Geography Series, which include "Commercial and Industrial Geography", "Business Geography" and "Principles of Human Geography."

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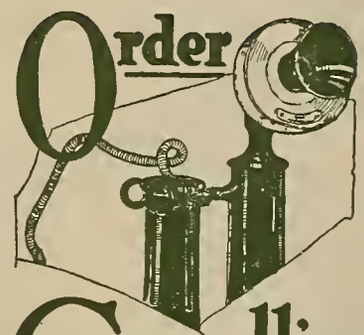


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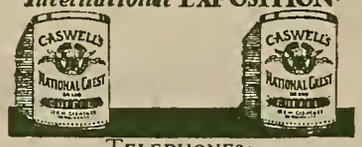


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VOTE *NO* ON AMENDMENT No. 19.---See Page 14

# THE WESTERN JOURNAL of EDUCATION

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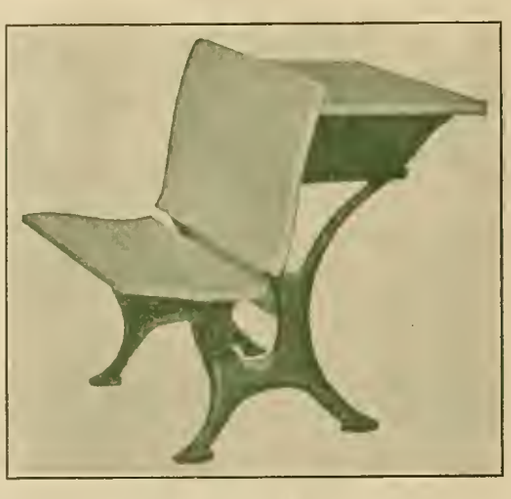

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MEETINGS

Bay Section the California Teachers' Association; Elizabeth Arlett, President, Oakland, Cal.; F. H. Boren, Secretary, Oakland, Cal.

Northern California Teachers' Association; L. F. Faris, President, Marysville, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association; Robt. Teall, Madera, President.

Southern California Teachers' Association. George C. Bush, President, Pasadena; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. Mark Keppel, Los Angeles, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth B. Phillips, Porterville.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

HARRY NOYES PRATT, Associate Editor.

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### THE BRAVEST BATTLE

The bravest battle that ever was fought;
Shall I tell you where and when?
On the maps of the world you will find it not;
It was fought by the mothers of men.

Nay, not with cannon or battle shot,
With sword or braver pen;
Nay, not with eloquent word or thought,
From mouths of wonderful men.

But deep in a woman's walled-up heart—
Of woman that would not yield,
But patiently, silently bore her part—
Lo! there in that battle field.

No marshaling troop, no bivouac song;
No banners to gleam and wave;
And oh! these battles they last so long—
From babyhood to the grave!

Yet, faithful still as a bridge of stars
She fights in her walled-up town—
Fights on and on in the endless wars,
Then silent, unseen—goes down.

—Joaquin Miller.

## Suggestions and Material for Thanksgiving Day Program*

By Ruth Thompson

### THE STORY

"Thank God for friends your life has known,
For every dear, departed day;
The blessed past is safe alone
God gives, but does not take away;
He only safely keeps above
For us the treasures that we love."

A heritage has come down through the years to us—the grace of being thankful. When we celebrate Thanksgiving Day each year we should bear in mind, not only our own causes for gratitude, but the causes that lay behind the festival for our forefathers, the Pilgrims, who celebrated the first Thanksgiving in America in 1621.

The word "pilgrim" means a wanderer or sojourner in a foreign country. That is why the early settlers on "the wild New England Shore" called themselves Pilgrims. They had wandered far from their homes in England in search of religious freedom. The desire to worship God in their own way, instead of according to the dictates of a government, led a band of people from England to Holland and from Holland to America.

When the Pilgrims first settled in Holland they were happy and at peace. They could worship as they chose and that freedom was what they desired most. Ten years passed. The English children who were with their fathers and mothers in Holland began to be like the little Dutch children with whom they played. Their ideas of life were very like the Dutch in every way, and though those Hollanders were a kindly people, still the English parents did not wish their children to lose their English heritage.

It was evident that something must be done. Tales of the new world and a few English settlements there, reached the ears of the Pilgrims. They thought it would be the place for them to establish a home. America offered freedom and these sturdy people did not fear difficulties. They were very poor and it was a struggle to live no matter where their home.

The Pilgrims chartered two vessels, the Speedwell and the Mayflower, and bidding their good Dutch friends farewell, they started out on a long voyage to their new home. But the Speedwell was not a seaworthy ship and could not take the trip. It was necessary to take her back and load all the passengers possible on the Mayflower.

The voyage on the Mayflower to America was very cold and uncomfortable. The ship was overcrowded. The food was poor and there were few comforts. Children found the trip hard, for they had no place to play and the constant tossing of the ship on the rough seas made many ill. A little baby was born, and because it was born on the ocean the people named it "Oceanus". It took two months to reach the new country.

It was not a bright and beautiful land that greeted the Pilgrims. The month was November. It was cold and gray and barren. There was no grass and flowers. Bare ground, sand and rocks was the cheerless view.

But the Pilgrims were dauntless. Courageously they made their plans. They must do everything for themselves, for the country was wild and unhabited except for Indians. They had come to their new home·

"Not as the conqueror comes,
They, the true-hearted came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

"Not as the flying come,
In silence and in fear;—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

"Amidst the storm they sang,
And the stars heard and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free."

The Pilgrims landed on Plymouth Rock in December, 1620.

Anchored on the wild coast the Mayflower served as a home through the long winter months. The women and children stayed on the ship much of the time, but the men worked on land and returned to the ship at night. Under the leadership of Captain Miles Standish, the men found a site for a home. There was a stream which would serve for drinking water.

The men cut down trees. They made a wide street and on each side built a row of houses. They built a little fort on the side of a hill, a church and a "common-house."

The first use for the Common-house was as a hospital for the sick. The cold, the poor food, the unsatisfactory living conditions, all were hard for the brave settlers. One by one they were taken ill. Many of them died. The well ones nursed their sick friends. As soon as the house was finished the sick people were moved ashore. Before spring came more than half of the Pilgrims were dead. But this little band stayed bravely by its resolutions to settle in America and when the Mayflower left on

* Footnote: The Thanksgiving proclamation of Governor Stephens and President Harding should be read in every school room in California.

its return trip it did not carry with it a single Pilgrim.

The Pilgrims made friends with the Indians. One day an Indian walked into their little village and spoke to them. They were frightened at first, but they were surprised when he spoke to them in English. A welcome was given to the newcomers by Samoset, who had met Englishmen on the coast a few years before; by Squanto, who had been in England himself, and by the big chief of the tribe, Massasoit. The Indians taught the settlers how to plant corn and they gave them some seed.

Spring was the time for planting, and after the seed was in, how eagerly the growth of the crop was watched, for the people needed food! Perhaps even the lives of the settlers depended upon this crop. In order to live in the new country and have a prosperous settlement, it would be necessary to raise food.

October came and with it the ripening of a good crop. It was time to gather in the harvest. The people rejoiced and Governor Bradford, bearing in mind no doubt the harvest festivals in England, ordered a three-day celebration to be held. To this feast were bidden the Indian friends with their chief, Massasoit. In all about ninety Indians came.

Great preparations were made. The men went to the woods hunting for ducks, wild geese and turkeys. The children gathered nuts and helped their mothers who prepared the food. The Indians arrived with five deer they had killed.

The weather was balmy and pleasant and the young women set long tables out under the trees, and there, for three days, the Pilgrims feasted and rejoiced and were thankful for the blessings that had come to them. They played games and had contests, and it was a happy time.

There was no religious service at this first thanksgiving. Because of that fact some historians do not call it the first thanksgiving, for today it is a religious festival and is proclaimed yearly by the President.

The year 1622 was full of hard times for the Pilgrims. Soon after the festival a ship, the "Fortune", arrived, but she brought with her a number of new settlers and no provisions for them. This meant the Pilgrims must feed them. More settlers came later and the crop in 1622 was poor. It filled the hearts of the people with sadness. Day by day through the winter the food grew scarcer. When spring came the seed was planted, but a drought set in and withered most of the growing plants.

So great was the distress that in July the Governor appointed a special day for fasting and prayer. For nine hours that day the Pilgrims went without food and prayed to God. To their great joy a large, dark cloud appeared in the sky. The next day a mild rain fell. The withered corn was revived. A few days later Captain Miles Standish returned from a trip and said that he had seen a ship at sea. Soon the Pilgrims saw the ship itself coming towards their coast. It was the "Anne" and aboard were not only provisions but the good friends the Pilgrims had been obliged to leave in Holland when the Speedwell broke down and could not make the trip.

Now, indeed, there was cause for rejoicing. A day was set aside by the Governor for giving thanks to God for these blessings and food was prepared. The Pilgrims went to church that day and then feasted together.

This Thanksgiving in 1623 is counted the origin of our national Thanksgiving Day. Since the Civil War, when Abraham Lincoln began the custom of issuing an annual proclamation, America has set aside a day for religious observance. She is the only nation that sets aside a day for giving thanks for the blessings which she has received through the year.

## EARLY THANKSGIVING DAYS

Thanksgiving Day as it is celebrated in the United States annually is distinctly an American institution, though tracing back through the ages we can find records of feasts and harvest festivals.

It is possibly these records, together with great causes for thankfulness, which people in America have had, that have finally established the yearly observance in America's calendar. The custom now is for the President of the United States to issue a yearly proclamation to the people of the country calling on them to duly observe the last Thursday in November as Thanksgiving Day and following his proclamation naming the same day the governors of each state issue a proclamation to the people within their borders.

For more than 3500 years we can find mention of thanksgiving feasts, for gratitude abides in most of the human race and demands outward expression. In the Bible we find the Feast of the Ingathering. It was established by divine command soon after the Israelites left Egypt about 1492 B. C. This was held in the month of "Tisri," the seventh month, when the corn,* wine and oil were gathered in. This thanksgiving had a two-fold significance to the Israelites. It was a thanks festival for the harvest and a reminder through the ages that their fathers dwelt in tents in the wilderness and had no settled home. To break the distinction between the poor and the rich, all were to dwell in tents or booths outside of their usual dwellings, on the flat roofs, in the courtyard, or even in some parts of the temple itself. Thus it came to be called the Feast of the Tabernacles or Booths. There were seven days of rejoicing.

In the Book of Judges in the Bible we find the account: "And they went into the field, and gathered their vineyards, and trode the grapes and held festival and went into the house of their God and did eat and drink."

Other mention is made in the Bible of holidays at the time when the people "have gathered in the fruits of the land."

Ancient Greece celebrated a harvest festival called Thesmophoria, which resembled the Jewish Feast of the Tabernacles. The Romans held a yearly festival, worshiping their harvest diety, Ceres.

England's Harvest Home may be traced back to the Saxons of the time of Egbert. The harvest season was a time of pranks, feasts and pleasure. It was held yearly and called the Harvest Festival. But England has declared three extraordinary feasts upon special occasions which may be called thanksgivings. England declared her first Thanksgiving September 8, 1588, when she defeated the fleet of ships from Spain, called the Spanish Armada, and so broke Spain's power. This opened the way for the great power on the sea which she has enjoyed for many years. Queen Elizabeth declared it to be a time for thanksgiving and a celebration was held.

In the last century there were two English Thanksgivings. The first was February 27, 1872, for the recovery of the Prince of Wales from a serious illness; the other was Queen Victoria's Jubilee on June 21, 1887.

**The first Thanksgiving was celebrated in America by the Pilgrim Plymouth Colony in 1621 upon the gathering of the harvest.**

**The first Thanksgiving proclamation to be issued in this country was issued by Francis Bernard, governor-in-chief of the province of Massachusetts Bay, in 1767.**

**The first Thanksgiving proclamation issued by a President of the United States was that by George Washington in 1789.**

**Abraham Lincoln was the first President to adopt the custom of issuing an annual proclamation of Thanksgiving and he began the custom in 1864. His assassination the next year almost suspended his own rule. However, Johnson, the next President, appointed the last Thursday in November and this has been done annually by successive Presidents.**

Thanksgiving Day is the only religious festival celebrated in the United States, at the call, or by the authority, of the civil government.

Some histories suggest that the Pilgrims thought of celebrating a thanksgiving because of impressions gained during their recent ten-year sojourn in Holland, when they had celebrated with their Dutch friends a yearly thank-festival for their deliverance from the Spaniards; the true reason behind the origin is probably the natural feeling of gratitude which called for expression in some similar form, such as the Harvest Festivals held for centuries in England.

Thanksgiving Day has come to mean to us a national holiday which gives us the opportunity of expressing our thanks in religious observance for blessings received, and feasting and family reunions. Turkey has become our thanksgiving meat because the Pilgrims more than three hundred years ago brought the wild turkeys from the forest to serve as food at the first Thanksgiving gathering in America.

The First Thanksgiving Proclamation. It was Issued by Francis Bernard, Governor-in-Chief of the Province of Massachusetts Bay, in 1767.

"As the business of the year is now drawing toward a conclusion, we are reminded, according to the laudible usage of the Province, to join together in a grateful acknowledgment of the manifold mercies of the Divine Providence conferred upon Us in the passing Year. Wherefore, I have thought to appoint, and I do, with the advice of his Majesty's Council, appoint Thursday, the Third Day of December next, to be a day of public Thanksgiving, that we may thereupon with one Heart and Voice return our most Humble Thanks to Almighty God for the gracious Dispensations of His Providence since the last religious Anniversary of this kind, and especially for—— that He has been pleased to preserve and maintain

*CORN in those days meant barley, wheat and rye, not the Indian maze we call "corn" today.

our most gracious Sovereign, King George, in Health and Wealth, in Peace and Honor, and to extend the Blessings of his Government to the remotest part of his Dominions; that he hath been pleased to bless and preserve our gracious Queen Charlotte, their Royal Highnesses, the Prince of Wales, the Princess Dowager of Wales, and all the Royal family, and by the frequent encrease of the Royal Issue to assure us the Continuation of the Blessings which we derive from that illustrious House; that He hath been pleased to prosper the whole British Empire by the Preservation of Peace, the Encrease of Trade, and the opening of new Sources of National Wealth, and now particularly that He hath been pleased to favor the people of this Province with healthy and kindly Seasons, and to bless the Labour of their Hands with a sufficiency of the Produce of the Earth and of the Sea.

"And I do exhort all Ministers of the Gospel with their several Congregations, within this Province, that they assemble on the said Day in a Solemn manner to return their most humble thanks to Almighty God for these and all other of His Mercies vouchsafed unto us, and to beseech Him notwithstanding our Unworthiness, to continue his gracious Providence over us. And I command and enjoin all Magistrates and Civil Officers to see that the said Day be observed as a Day set apart for religious worship, and that no servile Labour be performed thereon.

"Given at the Council Chamber in Boston the Fourth Day of November, 1767, in the Eighth Year of the Reign of our Sovereign Lord George the Third, by the Grace of God, of Great Britain, France and Ireland, King, Defender of the Faith, &c.

Fra. Bernard.
A. Oliver, Sec'ry.

"By His Excellency's Command,
"God Save the King."

## The First Thanksgiving Proclamation Made by a President of the United States—George Washington, 1789.

"Whereas it is the duty of all nations to acknowledge the providence of Almighty God, to obey His will, to be grateful for His benefits, and humbly implore his protection and favor; and whereas both Houses of Congress have, by their joint Committee, requested me to recommend to the people of the United States a day of Public Thanksgiving and Prayer, to be observed by acknowledging with grateful hearts the many and signal favors of Almighty God, especially by affording them an opportunity peaceably to establish a form of government for their safety and happiness;

"Now, therefore, I do recommend and assign Thursday, the twenty-sixth day of November next, to be devoted by the people of these States, to the service of that great and glorious Being, who is the Beneficent Author of all the good that was, that is, or that will be; that we may then all unite in rendering unto Him our sincere and humble thanks for His kind care and protection of the people of this country previous to their becoming a nation; for the signal and manifold mercies, and the favorable interpositions of His providence, in the course and conclusion of the late war; for the great degree of tranquility, union and plenty, which we have since enjoyed; for the peaceable and rational manner in which we have been enabled to establish Constitutions of Government for our safety and happiness, and particularly the national one now lately instituted; for the civil and religious liberty with which we are blessed, and the means we have of acquiring and diffusing useful knowledge; and, in general, for all the great and various favors, which He has been pleased to confer upon us.

"And, also, that we may then unite in most humbly offering our prayers and supplications to the great Lord and Ruler of Nations, and beseech Him to pardon our national and other transgressions; to enable us all, whether in public or private stations, to perform our several and relative duties properly and punctually; to render our National Government a blessing to all the people, by constantly being a government of wise, just and constitutional laws, discreetly and faithfully executed and obeyed; to protect and guide all sovereigns and nations (especially such as have shown kindness to us,) and to bless them with good governments, peace and concord; to promote the knowledge and practice of true religion and virtue, and the increase of science, among them and us; and, generally, to grant unto all mankind, such a degree of temporal prosperity as he alone knows to be best."

## An Early California Proclamation for Thanksgiving, Issued by Leland Stanford, November 10, 1863.

State of California, Executive Department,
Sacramento, November 5, 1863.

"Let us come before His presence with thanksgiving, and show ourselves glad in Him with psalms."

"In accordance with the Proclamation of the President of the United States, and that the people of our common country may, upon the same occasion, and with the same unanimity of purpose, offer up their grateful thanksgiving to Him who bestows 'every good and perfect gift', I, Leland Stanford, governor of the State of California, do hereby appoint Thursday, the 26th day of November, instant, as a day of public thanksgiving to Almighty God 'for the great benefits we have received at His hands' during the year through which we have just passed.

"Let us remember on that day that in calamity, as in prosperity, there is a God above us who holds in the hollow of His hand, not only the lives of individuals, but the destinies of nations. Let us remember that it is to Him we must look for guidance in our public affairs, as well as pray for strength to compass the threatened dangers that surround our beloved country.

"While we deplore our condition as a nation, we have manifold reasons for offering up our united thanksgiving as a community.

"Our State, during the past year, has been blessed with prosperity and health. Our farms have yielded of their abundance, and our mines have continued to give up their hidden treasures. We have been free from floods, pestilence and famine, and, as a State, have known no widespread calamity. We have enjoyed an unlimited fruitfulness of soil and a genial climate, which we can offer to share with thousands of other lands who are anxiously seeking new and more peaceful homes.

"We are blessed with a generous and sympathizing population, whose hearts have been opened to give munificently of their abundance, that the sufferings of sick and wounded patriots of other States may be relieved.

"We have multiplied and renewed evidences of the loyalty of our people, and have, by legislative, elective and judicial action, deprived the enemies of our country from entering the pernicious wedge of rebellion and dissolution into the cherished institutions of our own favored commonwealth.

"But while we assemble with thankful hearts among the cordial associations of our own happy homes, let us not forget the many desolate households in our sister States, whose altars will be twined with cypress, and whose hearts will be overflowing with desolation, while our own are filled with thanksgiving for the plentitude of Divine protection.

"As a nation, we have been passing through a bitter, trying and bloody ordeal; but recent events seem to foretell the coming of better and brighter days. And in this we have cause for peculiar thankfulness. And for this and all other mercies vouchsafed to us, let us give to Almighty God our unreserved thanksgiving.

"In witness whereof, I have hereunto set my hand (L. S.) and caused the great seal of the State of California to be affixed, the day and year above written.

"LELAND STANFORD,
"Governor of California.

"Attest: A. A. H. Tuttle, Secretary of State."

## POEMS AND SELECTIONS FOR MEMORIZING

### THE LANDING OF THE PILGRIMS

The breaking waves dashed high,
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed.

And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear;—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free!

The ocean eagle soared
From his nest by the white wave's foam;
And the rocking pines of the forest roared
This was their welcome home!

There were men with hoary hair
Amidst that pilgrim band;
Why had they come to wither there,
Away from their childhood's land?

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow serenely high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought a faith's pure shrine!

Aye, call it holy ground,
The soil where first they trod,
They have left unstained what there they found—
Freedom to worship God.

—Felicia Hemans.

### A CALIFORNIA THANKSGIVING

I am thankful I am living
In a land of sun and flowers
Where the minutes laughing follow
'Round the circle of the hours.
I am thankful for the valleys
With their fields of growing green,
Lying wide beneath the mountains
Clothed in robes of snowy sheen.
I am thankful for the mornings
And the happy sapphire skies;
For the birds which, joyous gliding,
Swift on wings of song arise.
I am thankful for the fragrance
Of the blossoming orchard trees,
And the grateful, happy humming
Of the myriad busy bees.
Oh, I'm thankful that I'm living
In this world of work and play—
Every day in California
Is a new Thanksgiving Day!

—Harry Noyes Pratt.

### THE LETTERS OF THANKSGIVING DAY

(This acrostic may be used by the children in a short exercise. The pupils may mark the twelve letters in large type on twelve cards respectively. Twelve children with the cards may stand facing the class and in order may hold up a card and recite the couplet. At the conclusion the word will be found to spell Thanksgiving.)

**T** is for thankful
This day of the year.

**H** stands for helpful
So spread some good cheer.

**A** means we're active
And do as we should.

**N** is for good nuts—
Thanksgiving Day food.

**K** means a kindness
Towards someone else shown.

**S** means that first feast—
Sixteen twenty-one.

**G** stands for Governor
And Bradford's the name.

**I** is for Indians
Who brought deer and game.

**V** stands for valiant,
Those Pilgrims so brave.

**I** n trial and trouble
Their ideals did save.

**N** for November,
The month of the year.

**G** stands for giving,
Thanksgiving is here!

—R. T.

"Remember God's bounty in the year. String the pearls in his favor. Hide the dark parts, except as far as they are breaking out in light. Give this one day to thanks, to love, to gratitude."—Henry Ward Beecher.

He who waits for Thanksgiving Day to be thankful, will not be thankful when it comes.—Selected.

### IT IS COMING

It is coming—it is coming—be the weather dark or fair;
See the joy upon the faces, feel the blessings in the air!
Get the dining chamber ready—let the kitchen stove be filled;
Into gold-dust pumpkin—have the fatted turkey killed;
Tie the chickens in a bundle by their yellow-downy legs;
Hunt the barn, with hay upholstered, for the ivory-prisoned eggs.
'Tis the next of a procession, through the centuries on its way;
Get a thorough welcome ready for the grand old day. —Will Carleton.

It is the Puritan's Thanksgiving Day,
And gathered home from fresher homes around
The old man's children keep the holiday,
In dear New England since the fathers slept,
The sweetest holiday of all the year.
—J. G. Holland.

"For the gifts we have had from His hand
Who is Lord of the living
Let there run through the land,
A Thanksgiving! Thanksgiving!"
—Clinton Scollard.

### WE THANK THEE

For flowers that bloom about our feet;
For tender grass, so fresh, so sweet;
For song of bird, and hum of bee;
For all things fair we hear or see,
Father in heaven, we thank Thee!

For blue of stream and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank Thee!
—Ralph Waldo Emerson.

### SOMETHING TO BE THANKFUL FOR

I'm glad that I am not today
A chicken or a goose,
Or any other sort of bird
That is of any use.

I rather be a little girl
Although 'tis very true,
The things I do not like at all,
I'm often made to do.

I rather eat some turkey than
To be one, thick and fat,
And so, with all my heart, today,
I'll thankful be for that.
—Clara J. Denton.

### GIVING THANKS

"For the hay and the corn and wheat that is reaped,
For the labor well done and the barns that are heaped,
For the sun and the dew and the sweet honeycomb,
For the rose and the song, and the harvest brought home—
Thanksgiving! Thanksgiving!

"For the trade and the skill and the wealth in our land,
For the cunning and strength of the workingman's hand,
For the good that our artists and poets have taught,
For the friendship that hope and affection have brought—
Thanksgiving! Thanksgiving!

"For the homes that with purest affection are blest,
For the season of plenty and well deserved rest,
For our country extending from sea to sea,
The land that is known as the 'Land of the Free'—
Thanksgiving! Thanksgiving!"—Anon.

### THE TURKEY GOBBLER

When I see the turkey gobbler
With his consequential air,
As he struts about the barnyard
Like a king without a care,
I am tempted to remind him
Monarchs often lose their heads,
And a fate that's just as fearful
In his footsteps surely treads.

When I hear the turkey gobbler,
With his "gobble" vain and loud,
Posing as a priest of wisdom
To the humble barnyard crowd;
I am tempted to remind him
Proudest heads the soonest fall,
And Thanksgiving Day, most likely,
He will have no head at all.
—Susie M. Best

### A THANKSGIVING DAY MESSAGE

By Governor Wm. D. Stephens

The boy or girl privileged to live in California and to attend the schools, which have been so liberally provided by the State, is indeed fortunate. When we look out over the troubled world and realize how much of suffering and of ignorance the youth of other nations is confronted with, and the tremendous efforts which are necessary to raise one's self above general conditions and to obtain education and independence, then, indeed, we should be thankful that we are dwelling in the United States of America, the greatest Republic on the face of the Globe, and in California, the most favored and prosperous State in the Union.

I appeal to you, boys and girls in the schools of California, to rededicate yourselves during this prosperous Thanksgiving period to the service and preservation of our State and Nation, to make your aim in life to be the best citizens produced anywhere in this great Republic and to return good measure for all that has been done for you, in constructive, patriotic service and citizenship.

WM. D. STEPHENS, Governor of California.

# Source Material For Armistice Day Programs In the Schools*

By Ruth Thompson

### SOME FACTS OF THE WORLD WAR

TIME—July 28, 1914-November 11, 1918.

PLACE—The principal battles of the World War were fought in France, Germany, Belgium, the Dardanelles, but the battle line extended practically across Europe and part of Asia. Many battles were fought on the sea.

### CAUSES OF THE WORLD WAR

The underlying cause of the World War was the ambition of the German kaiser and his advisers to be the most powerful nation in the world and to increase this power and make it felt in every nation.

Causes leading up to the great war were far-reaching: Austria-Hungary was selfish. She wished to dominate the Balkan peninsula and she would not give Serbia an outlet to the sea. A seacoast always adds materially to the wealth and power of a nation whether great or small. In the war of 1912-1913 between the Balkan allies and Turkey, Serbia had gained some power. Austria wished to crush this gain.

Germany was growing more arrogant and dictatorial with each passing year. She was jealous of Great Britain's trade and commerce and of her power by sea. As Great Britain has so many possessions abroad from her own Isles (it is said the sun never sets on her possessions), it is natural that being an island she should be a power on the water. The Germans increased their army and navy. She demanded military training of her men and in other ways was making herself secure and storing up reserves.

Germany had interfered with French occupation of Morocco and France could not forget how Germany had robbed her of Alsace-Lorraine after the Franco-Prussian War in 1870-1871.

The torch which set the world on fire and caused the gigantic struggle, throwing the civilized world in an agony of trouble and grief was the murder of Francis Ferdinand, the heir to the throne of Austria-Hungary, on June 28, 1914. A young Slav who lived with many of his people in Austria, and who longed in unison with others of his kind, to throw off Austria's yoke, committed the murder. The Austrian government took immediate steps toward Serbia and accused the government of being involved in the crime. She made demands upon Serbia which the little country found too humiliating to concede. Some of the concessions involved her honor as a nation. Serbia yielded all she could and demanded that the question of two more demands be referred to the Hague Tribunal. Austria declared war on Serbia, July 28, 1914. Russia flew to the assistance of Serbia, Germany interfered with England's attempt to make peace, and joined Austria-Hungary. France sided with Russia and Serbia.

Belgium was regarded as a neutral country and it had been agreed by several of the powers that she should never be the scene of war. In spite of this agreement the Germans marched into Belgium in order to strike France from behind, though the Belgians had refused to allow the Germans the right of way. The Germans wreaked vengeance upon the Belgians and destroyed all they could while using the country as a means to get to France. Great Britain, who was involved with the treaty making Belgium neutral country, and whose interests were closely involved in the war, declared war against the Central Powers, and joined the Allies. Japan entered three weeks later in order to fulfill treaty obligations with Great Britain.

During this period Germany was showing hostility to the United States. She interfered with the rights of neutral vessels on the sea. She sunk the Lusitania off the Irish coast on May 7, 1915, with the cost of one thousand lives, over one hundred of them being Americans. America was on the verge of declaring war. Germany then made false promises that she would change her policy on the sea. She did not keep her promises, but continued to sink ships.

German agents in the United States were at work. They incited strikes; blew up factories and did other serious damage. Finally Germany tried to incite Japan and Mexico against the United States. She promised Mexico that she would aid her in getting her former possession of New Mexico, Texas and Arizona.

* Footnote: Leila France has composed a song for children, "Armistice Day." Sample copies may be obtained by addressing Elite Music Co., Mrs. L. F. McDermott, 70Santa Monica street, San Francisco.

The indigination of the United States knew no bounds. It was WAR.

President Wilson called a special session of Congress. The recommendation of war was enthusiastically received by Congress and the people.

It was not a war for gain. To the Americans it was a fight for the principles of democracy. It was the fight of the people to uphold their ideals.

**President Wilson said in his address before Congress: "We will not choose the path of submission and suffer the most sacred rights of our nation and our people to be ignored or violated. We are glad now that we see the facts with no veil of pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its people, the German people included, for the rights of nations great and small, and the privilege of men everywhere to choose their way of life and obedience. THE WORLD MUST BE MADE SAFE FOR DEMOCRACY.**

**"It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those to submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace to all nations and make the world itself at last free."**

## COUNTRIES INVOLVED

Twenty-four nations of the world were lined up against the Central Powers in the World War. The Allies of the War were:

| | |
|---|---|
| Serbia | United States |
| Belgium | Brazil |
| Russia | Cuba |
| France | Panama |
| Great Britain | Haiti |
| Japan | Guatemala |
| Portugal | Honduras |
| Montenegro | Costa Rica |
| Italy | Nicaragua |
| San Marino | Liberia |
| Rumania | China |
| Greece | Siam |

The four opposing forces, or Central Powers, against the twenty-four allied nations were:

| | |
|---|---|
| Germany | Turkey |
| Austria-Hungary | Bulgaria |

The neutral countries during the world conflict consisted of but about one-fourteenth of the world's population. They were:

| | |
|---|---|
| Holland | Switzerland |
| Spain | Argentina |
| Norway | Venezuela |
| Sweden | Colombia |
| Denmark | Mexico |

Though not engaged in active hostilities six countries broke off all relations with Germany. They included:

| | |
|---|---|
| Bolivia | Peru |
| Ecuador | Uruguay |
| Santo Domingo | Egypt |

## THE COST OF THE WORLD WAR

The saddest and the greatest cost of the World War was the loss of human life. It is estimated that the dead numbered 13,000,000; the wounded, including missing and prisoners, 20,000,000.

The total net cost in money of the war is estimated at $186,333,637,097. Of this amount $125,690,476,497 was spent by the Allies, while the enemy expended $60,643,160,600.

The property loss may be made up in time. The human element of the strife has left a scar that can never be entirely eradicated.

The actual cost in American dollars of this tremendous conflict can better be pictured when the fact is known that if all the money spent were in silver dollars and if these dollars were built into a wall, this wall would be 475 miles long, two feet in thickness and six feet eight inches high.

The war cost the United States as much money as it cost to run the government from 1791 to 1914.

## THE WORLD WAR

The World War has been called "the war to end war." It covers the blackest pages of the world's history. It was the cruelest conflict that human beings have ever engaged in. It was the reign of poison gas, liquid fire, machine guns, tanks, submarines, death bombs, Zeppelin raids, of trench warfare, barbed wire entanglements and other devices almost unthinkable. Instead of many individual battles, there was practically one continuous battle raging across the front, though some decisive victories were won from attacks of divisions. Some of these were the Battle of the Marne, Flanders, Verdun, St. Mihiel and the Argonne Forest, General John J. Pershing was in command of the American army.

The people at home fought valiantly for the cause; men who could not go, women who "kept the home fires burning" and children whose energy and interest was a marked feature. The Red Cross was the foremost organization at home and abroad, but every one did his part. There were the five Liberty Loans; there were the thrift and war saving stamps, bought largely by the school children of the country; there were the war gardens, where the children helped to grow food. People learned to knit for the boys "over there" so they could have warm sweaters and socks. Food was conserved and sent across the water. Ships were built to carry food, clothing and soldiers across the water.

Herbert Hoover was appointed food administrator and the slogan was "Food will win the war."

The government took over the railroads, telegraphs and telephones and then there was daylight saving whereby every one was to do all his work in daylight so as not to waste it at night.

There are many instances of how the war touched each one of us closely and of how each one could do his part.

And the boys? Those brave heroes who gave themselves as "the supreme sacrifice" can never be forgotten. Their courage, their cheer, their offering of themselves for the loved ones at home, for the fight for world democracy — their accomplishment can never be measured with human measure. Their fight was the fight for right. They won.

Defeat after defeat met Germany toward the close of the four-year struggle. The Germans themselves began to realize that the war was the result of their kaiser and his militarists. Revolutions broke out in the country. The Socialists refused to support the government. The kaiser was forced to flee to Holland and a temporary government was established.

Germany accepted the terms of peace offered by President Wilson. Armistice terms were agreed upon.

The war had been won by the Allies. The sacrifice of the people had not been in vain. The sacrifice of mothers, of fathers, children and sweethearts, the "supreme sacrifice" of those millions of young men had not been in vain.

"In Flanders Field each poppy now
May raise its crimson head;
The world has kept its solemn vow,
And now the honored dead
That 'neath the Flanders poppies lie
Will know 'twas not in vain to die.
Peace! Ye who know not how to yield,
That rest in Flanders poppy field."

## THE ARMISTICE

The World War ended at 6 o'clock (Washington time and 11 o'clock Paris time) on the morning of Monday, November 11, 1918, as agreed by the signing of the armistice by German representatives at midnight.

The news was flashed across the ocean. It was telephoned to the White House to President Wilson. The glad news was then given to the newspapers—to the world.

The people of the United States went wild with joy and thankfulness. Every celebration in the world's history pales before this pledging of peace, November 11, 1918.

It was victorious peace for the Allies!

The measure of rejoicing was in proportion to the majesty of the event. Business was abandoned. Schools, stores, banks, factories, offices—were closed.

The people poured into the street to give vent to their feelings.

Horns, bells, American flags, bands, speeches, parades, bonfires, whistles—all served as outlets for the feeling of the masses.

Mothers, fathers, sisters, sweethearts marched the streets singing "Over There," "The Long, Long Trail," "The Star Spangled Banner," "America."

Tons of confetti were thrown about. Funeral corteges paid a joyous tribute to the most unpopular person in the world—the ex-kaiser of the German people. A coffin was carried along the street but the mourners would forget their parts, and unable to contain themselves, would shout and yell with unrestrained happiness.

It was a time when "all hearts beat together from one end of the country to the other."

All those who had done their share in winning the war in their work for the Red Cross, the Liberty Loans, the War Saving Stamps, went "over the top" once more in the madness of the joy of victorious peace—and soon the brave soldiers would be home again, and those who had lived to see the fight through.

But it was not America only who celebrated the signing of the Armistice, but all the nations involved in the gigantic struggle with the Allies. Those nations today will celebrate the signing of the Armistice with America.

"What we all thank God for with deepest gratitude," said President Wilson, "is that our men went in force into the line of battle just at the critical moment when the whole fate of the world seemed to hang in the balance and threw their fresh strength into the ranks of freedom in time to turn the whole tide and sweep of the fateful struggle—turn it once for all so that thenceforth it was back, back, back for their en-

emies — always back — never again forward."

Armistice Day has assumed its proper place now in the history of the world. It is a legal holiday in the United States and stands in the front rank with the Fourth of July.

### CALIFORNIA'S DAY OF PEACE

Near the close of the year 1918 peace came. It was celebrated in San Francisco and to the remotest parts of California in the unique spirit of the West. Submerged, however, beneath the gayety, the noise and the elation of a triumphant victory was the soul of Lowell—

When a deed is done for freedom,
Through the broad earth's aching breast
Runs a thrill of joy prophetic,
Trembling on from east to west,
And the slave, where'er he cowers,
Feels the soul within him climb
To the awful verge of manhood,
As the energy sublime
Of a century bursts full-blossomed
On the thorny stem of Time.

The high-born winter rains will wash the map of Europe clean of blood. The people will return to the simple ways of peace. The common wealth of men will have no boundary lines. Internationalism is seen—in the parliament of man, the federation of the world."

This Republic with the sword of Justice in one hand and the symbol of Mercy in the other will consecrate itself anew to the reconstruction of social order — not only "over there" but here.

California will welcome back its men from the trenches, not as heroes of a war of conquest, but as men who faced the supreme sacrifice so that the diplomacy of armament should end.

Those who died will be given a monument that shall be typical not of war, but of peace. The injustice of might will not prevail. The name of czar, of emperor and of king will cease as a representative of power, except in the historical past.

The commonwealth will not be measured in square miles, but in the sense of social justice, the boundary of which encircles the globe and includes all people. Let us have peace when humanity shall have eliminated injustice, fear, bigotry, prejudice, the malicious lie, the superstitious creed, and weak selfishness. Then the commandment, "Thou shalt not kill," will prevail, and a new commandment will be given, "Thou shalt not possess that for which thou has not given an equivalent."

Plato's Republic, Fourier's Social Paradise, Sir Thomas More's Utopia were mighty revolutions, without tanks, or guns, or gas, or aeroplanes, against laws of Autocracy. The false moon between the smooth surface of the water tells of the true moon somewhere. So the dreams, not of warriors, but of the poets and idealists, will come true.

With tears for the dead and joy for the living, we hail the Liberty that had its birth on Mt. Sinai, its cradle in Bethlehem, its childhood in Rome, its youth in Switzerland, its education in France and England, its manhood in the United States, and its future life the universal world.

—Harr Wagner.

### PEACE

To sing of Peace—but what IS Peace?
True Peace is what as yet no man has seen.
Peace is not silencing of drums and guns
While intrigue takes the place of force,
With justice thrust aside by loop-holed law.
Peace is but now the glory of a dream.

Peace is where strong the summer sun shines down
Upon the ripening fields of food for ALL.

Peace is where happy mothers softly sing
To laughing, perfect children, LOVE begot.

Peace is where willing workers, well content,
Guide safe the wheels of industry, in mine,
In mill, in factory, in mart—with joy.
With JOY—with time to watch a sunset glow
And fade. With time to search and understand
God's handiwork. With time to think and plan
And LIVE their lives in full extent, complete.
Peace is where all men and all women, too,
Work altogether for the good of all.
Peace is the prophet's TRUTH, the poet's dream.

—Elfride A. Hawes.

Though love repine and reason chafe
There comes a voice without reply
'Twere man's perdition to be safe,
When for the truth he ought to die!

—Emerson.

"Pack up your troubles in your old-kit bag
And smile, smile, smile."

(From song of a soldier during the World War.)

### WHEN THE WAR'S AT AN END

At length when the war's at an end
And we've just ourselves—you and I
And we gather our lives up to mend,
We, who've learned how to live and to die;

Shall we think of the old ambition
For riches, or how to grow wise,
When, like Lazerus freshly arisen,
We've the presence of Death in our eyes?

Shall we dream of our old life's passion,
To toil for our heart's desire,
Whose souls War has taken to fashion
With molten death and with fire?

I think we shall crave the laughter
Of the wind through trees gold with sun,
When our strife is all finished—after
The carnage of War is done.

Just these things will then seem worth while:—
How to make life more wonderously sweet;
How to live with a song and a smile,
How to lay our lives at Love's feet.

—Eris P. Dawson.

"Peace on the hills of God,
Peace in the Valleys of earth,
Peace, Peace for the rod
Of the tyrant lies broken,
Despised, and the worth
Of a man's soul is exalted."

(From Peace Ode, 1918, by H. B. Nottage.)

Hail, World and Nation, Homes and Hearts.
Fast fade
War's black clouds. Freedom's final debt is paid.
Tranquility shall walk where Madness trod.
Truth, carve this text high on Life's colonnade:
"To be at peace, acquaint thyself with God."

—Clarence Urmy.

### THE DAY THAT BROUGHT PEACE

Blest is this day, past any other day
The world has ever known; yet, must we pray
The world hereafter may so blessed be
Never another day like this to see.

—Stanton A. Coblentz.

### THE PEACE WHICH PASSETH ALL UNDERSTANDING

At noon, in savage rage of battle lust
Where smell of red blood drove men mad,
Two lay, half trampled in the sodden dust,
Their upward faces lined with hate.

At eve, before the Prince of Peace, who died
That men might know the depth of love,
That Scot and Teuton met, and each one cried:
"Oh, brother mine, forgive, forget!"

—Annie Dolman Inskeep.

If we return, will England be
Just England still, to you and me?
A place where we must earn our bread?
We, who have walked among the dead
And watched the smile of agony?

—Lieutenant Harvey.

### SONG OF VICTORY AND PEACE

Oh! Sing a song of victory,
A stirring song of victory!
Ye hosts of freedom's might.
Sing how a world from Tyrant's sway,
A brutal, bloody tyrant's sway,
Was won for Peace and Right.

Let paens rise most joyfully,
The day has come most joyfully,
When trembling cowards fly.
Sing that the human race is free.
The brave, unflinching race is free,
Though loving hearts may sigh.

And Thou, O Peace, forevermore
Be thou our guide forevermore
Through wond'rous years to be.
From war and waste and anguish deep,
From shell-torn fields where heroes sleep,
Come Thou to set us free.

Oh! Sing a song of Liberty!
A stirring song of Liberty.
To those who nobly fell.
A song to those who fought and won,
Who fought so gallantly and won,
That peace on earth may dwell.

—Frederic Dahlstrom.

### WHAT HAS BRITAIN DONE?

(Published in honor of Great Britain Day, December 1, 1918. This day was celebrated honoring Great Britain, all over the United States.)

What has Britain done?
Kept the faith and fought the fight
For the everlasting right;
Chivalrously couched her lance
In defense of Belgium, France—
This has Britain done.

What has Britain done?
Given every seventh son,
Met the challenge of the Hun;
Placed her men on every field,
Proud to die, too proud to yield—
This has Britain done.

What has Britain done?
Answers every far-flung breeze
Blown across the seven seas:
"Watch and word secure she keeps
Vigilance that never sleeps"—
This has Britain done.

What has Britain done?
On every front her flag unfurled,
Fought a world-war round the world;
Then, when all is said and done,
Ask the Allies, ask the Hun,
"What has Britain done?"

What has Britain done?
For her slain Britannia weeps—
She might boast who silence keeps.
But, when all is done and said,
Call the roll and count her dead—
And know what she has done.

—Rev. Frederick B. Hodgins

### DAUNTLESS SERBIA

The little flags go forward—
God bless the little flags!
They wave today triumphant
On moor and mountain crag;
They glisten in the valleys,
They sparkle in the sun
From Serbia to Belgium
And all around the Hun;
From Poland, long benighted,
To where proud Mecca stands
The Lord of Hosts hath given joy
To all the little lands.
Their people sorely battered,
Their banners torn to rags,
The little flags go forward—
God bless the little flags!

The little flags go forward
And may they ever go
Triumphant into battle
Against the tyrant foe;
They are the flags of Freedom
And Freedom ne'er shall fail,
While there are men to wave them
With hearts that never quail.

This world has many stories,
But none of them so true
As: Satan always finds some work
For tyrant hands to do.
But never yet was despot
Who could hold the world in thrall;
Though he might conquer many lands
He could not conquer all.

The little flags go forward,
And foremost in the fray
Behold the little banner
Whose song we sing today;
The banner of a people
Who never bowed to fears
Though they were 'neath the tyrant heel
For half a thousand years.
They fought for "cross and Freedom,"
In vale, on mountain slope,
And when they could not conquer
Could "think and sing and hope."
Now Serbia, rewarded,
Regains each native craig,
Her little flag goes forward—
God bless her little flag!
—George Douglas.

---

TO A SOLDIER IN FRANCE

"Dear, the war is ended,
Thankfully I see
Faces turning homeward
Smiling happily.

"And those smiles, my dearest,
Bravest of the brave,
Are the sweetest flowers
That blossom from thy grave."
—M. W.

---

For I dipt into the future,
Far as human eye could see,
Saw the Vision of the world,
And all the wonder that would be;

Saw the heavens fill with commerce,
Argosies of magic sails,
Pilots of the purple twilight,
Dropping down with costly bales;

Heard the heavens fill with shouting
And there rained a ghastly dew
From the nation's airy navies
Grappling in the central blue;

Far along the world-wide whisper
Of the south-wind rushing warm,
With the standards of the peoples
Plunging thro' the thunder-storm;

Till the war-drum throbbed no longer,
And the battle flags were furled
In the Parliament of man,
The Federation of the world.

There the common sense of most
Shall hold a fretful realm in awe,
And the kindly earth shall slumber,
Lapt in universal law.
—From "Locksley Hall," Tennyson.


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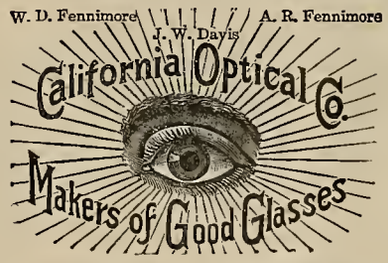


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Oakland 1221 Broadway
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**The Greenwood Building, 149 New Montgomery Street, near Palace Hotel, San Francisco**

The center of the wholesale book trade has shifted to New Montgomery street, Howard, Mission and Second streets. The Harr Wagner Publishing Company, the California School Book Depository and twenty-five other companies are in the Greenwood Building, 149 New Montgomery street, near Palace Hotel. The Houghton-Mifflin, 612 Howard; the D. C. Heath Company, on Second and Howard; the American Book Company, 121 Second; the Macmillan Company, 609 Mission; the Rand McNally Company, 559 Mission; Ginn & Company, 20 Second street; the Milton Bradley Company, 20 Second street; Allyn & Bacon, 143 Second; Henry Holt, 149 New Montgomery; World Book Company, 149 New Montgomery; John C. Winston Company, 149 New Montgomery; the Gregg Publishing Company, Phelan Building, and Chas. Scribner Sons, 165 Post street. The publishing companies, especially those that supply the school and library trade, are all within a few blocks of each other.

The Harr Wagner Publishing Company are offering an unusual number of new and excellent books for 1922 and 1923.

## BOOKS FOR HOME, SCHOOL AND LIBRARY. By Western Authors. Published by Harr Wagner Publishing Co.

### FOF THE SECOND GRADE:

**Children Songs and Stories of the Wild Flowers.** A Book for Seven-Year Old Children. Edited by Norine Connelly, University Elementary School, Berkeley, California. Illustrated by Carola Kress Connell. Ready December 10. $1.00; gift edition, $1.50; in color.

### FOR THE THIRD GRADE:

**Type Stories of the World for Little Folk,** by Ruth Thompson. Price, $1.12. This book will appeal to the children of the third grade and is written so as to awaken the curiosity of the child along the line of geographical study.

### FOR THE FOURTH GRADE:

**Home and Its Relation to the World,** by H. W. Fairbanks, developed according to the Problem Method. Price, $1.50. This book has been recommended for use in Contra Costa County, City of Sacramento, Pasadena, Long Beach, San Francisco, and many other progressive cities. It is also used extensively by classes in Oakland.

**Pacific History Stories,** by Harr Wagner. These stories are written so as to give the child knowledge of the romantic history of the State of California and it correlates well with the study of geography and reading. Fifty-five thousand copies of the book have been sold. Price, $1.00.

### FOR THE FIFTH GRADE:

**California,** by Dr. H. W. Fairbanks, developed according to the Problem Method. Price, $1.50. This is the only book that really covers the geography of California in an intensive way. It has been adopted for pupils' use in Kern County, San Francisco, Long Beach, City of Sacramento and many other progressive cities. It is understood that the State Board of Education will not publish a new California supplement. This, therefore, furnishes the most available material for teaching the resources of our great state.

**Comrades of the Desert,** by Ruth Thompson. This is the only book for children that covers our great desert, and it is true to life and furnishes supplemental material for geographical study. Price, $1.25.

**Suggestive Lessons in Numbering,** arranged for individual work by Margaret Campbell of the University of California, Southern Branch. This is an excellent supplement to the Thorndike State Arithmetic. Bound in velumet. Teacher's book, 25 cents net; pupil's book, 30 cents net.

**As California Wild Flowers Grow,** by Katherine Chandler. Price, $1.50. This is an excellent text for silent reading and study on the part of the pupil.

**Ants and Children of the Garden** is a nature book by J. D. Simkins, President of the San Diego Board of Education and Superintendent of Schools of East San Diego. Price, $1.50. In lots of ten or more, $1.20.

**Wawona, an Indian Story of the Northwest,** a true type story written in a way that fascinates children, by Ella Sterling Mighels. Price, $1.25. In lots of ten or more, $1.00.

**Autobiography of a Tame Coyote,** illustrated, by Madge Morris Wagner. Price, 80 cents.

**Interesting Neighbors,** by O. P. Jenkins of Stanford University. These are fascinating stories of our neighbors out of doors, that Dr. Jenkins has told to children, and he has kept the true scientific viewpoint. Price, $1.12 net. P. Blakiston's Son & Co. imprint.

### FOR THE SIXTH GRADE:

**Suggestive Lessons in Numbering,** arranged for individual work, by Margaret Campbell of the University of California, Southern Branch, for the sixth grade. Teacher's book, 25 cents; pupil's book, 30 cents net; seventh and eighth grades now ready.

**Lessons in California History,** by Mark Keppel and Harr Wagner. This is a text written and planned to meet the requirements of the California State Law in reference to the teaching of California history. It will be ready for delivery August 1st. Price, $1.50; first edition, $1.75.

**Legendary Heroes of Ireland,** by Harold F. Hughes of Fresno, for silent reading. Price, $1.25.

### FOR THE SEVENTH GRADE:

**Forward Looking Lessons in History,** arranged according to topics, by W. J. Savage, Superintendent of Colma and Daly City Schools. Price, in paper, 50 cents; board, 75 cents.

### FOR THE EIGHTH GRADE:

**Forward Looking Lessons in U. S. History,** by W. J. Savage, arranged according to topics. Price, 70 cents in paper; 90 cents in board; complete in one volume, $1.50.

**Paul's Orations.** Edited by E. P. Clarke, President State Board of Education. Velumet boards, 50 cents; cloth, 80 cents.

### CALIFORNIA SCHOOL BOOK DEPOSITORY

Distributors for the educational books of the following publishers: Appleton, D. & Co.; Atkinson, Mentzer & Co.; Atlantic Monthly Press; Barnes, A. S. & Co.; Barnes, A. J. Co.; Beckley, Cardy Co.; Birchard & Co.; Bobbs, Merrill & Co.; Century Co.; Comstock Publishing Co.; Educational Publishing Co.; Funk & Wagnalls Co.; Goodyear-Marshall Publishing Co.; Graham, Andrew J. & Co.; Harcourt, Brace & Co.; Hinds, Hayden & Eldredge; Historical Publishing Co.; Holt, Henry & Co.; Iroquois Publishing Co.; Knox Business Book Co.; Laidlaw Bros., Inc.; Laird & Lee; Lippincott, J. B. Co.; Little, Brown & Co.; Longmans, Green & Co.; Lyons & Carnahan; McIntosh Publishing Co.; Merriam, G. & C. Co.; Merrill Co., Charles E.; Newson & Co.; Noble, L. A.; Phonographic Institute; Practical Textbook Co.; Public School Publishing Co.; Ronald Press; Sadlier, W. H. & Co.; Sanborn, Benj. H., & Co.; Schwartz, Kerwin & Fauss; Scott, Foresman Co.; Shaw, A. W. Co.; Silver, Burdett & Co.; South-Western Publishing Co.; University of Chicago Press; Webb Publishing Co.; Wiebalk, Anna E.; Wiley Sons, John; Winston Co.; World Book Co.

## JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The problem of securing sufficient land for California schools both for the immediate present and for future growth is a problem confronting many superintendents of the state. Wm. John Cooper, superintendent of Fresno schools, has just had a 19½ cent direct tax for land purchase accepted by the citizens of Fresno by a vote of 6 to 1. Eighty-three thousand dollars was thus made available for purchase of additional school grounds. Up to the present time forty-three acres have been purchased. Two new elementary sites, a new junior high school site and additions to several elementary schools make up the acreage added. A new high school site on the east side of town is desired and negotiations with the county board of supervisors for the purchase of a block of thirty acres of the county farm is under way.

Portable buildings are erected on new sites and as the town grows up around them permanent structures are built.

Mr. Cooper, in conjunction with the Fresno State Teachers' College, has acquired the services of three new supervisors. Miss Nell Hamilton has been appointed supervisor of the primary grades. Miss Hamilton has spent two summers at Columbia and has just come from a full years' study there. Miss Floy Lewis of the Columbia Teachers' College will supervise the primary grades, and Louis T. Jones, last year supervisor of writing in the Gary, Indiana, schools, will supervise penmanship in the Fresno schools.

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Miss Mary Blanche Cummings, head of the department of research in the Fresno schools, is this year carrying on a series of tests in reading in order to discover the method most satisfactory in Fresno.

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Librarians, both public and county, have been much in the public eye during the recent series of state and local fairs. During the State Fair at Sacramento the state library had a busy exhibit. Mrs. Julia J. Babcock of the Kern county free library and Miss Nancy C. Langenour of Yolo county had displays.

At the county fair at Delhi, Miss Winifred H. Bigley of Merced had a much visited booth. During the Madera county fair Miss Julia Steffa had an exhibit of books of interest to the farmer, the business man and the housewife. The library section was decorated in orange trimmings in keeping with the county library sign.

At the Fresno fair Miss Sarah E. McCardle for the first time had an exhibit, representing the Fresno public and county free libraries. A most attractive booth depicted the libraries' activities and a large chart and map gave a view of the libraries' varied and many activities.

At the Orange fair Miss Margaret Livingston of the Orange county free library, in conjunction with the public libraries of Orange, Fullerton, Newport, Placentia and Buena Park, had a joint exhibit.

During the fair held at Oakdale, Miss Bessie B. Silverthorn of the Stanislaus county free library had an exhibit appealing to the farmer and housewife.

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Miss Margaret Livingston of the Orange county free library has charge of twenty-one schools. Three new ones, Damon, Cypress and Laguna Beach, were added this year. Miss Livingston will address teachers of the Orange County Institute on books for the Mexican children.

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Miss Cornelia D. Provines of the Sacramento county free library has moved her library to larger quarters in the basement of the Sacramento courthouse.

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Miss Eleanore Kyle of the Kings county free library has had her quarters enlarged, which she thinks will be sufficient for two years.

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Miss Frances M. Burket, Amador county free librarian, is having her library building entirel renovated.

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The Orange County Institute of Elementary teachers will be held at Fullerton October 18, 19, 20. C. A. Marcy of the Fullerton grammar schools is in charge of entertainment and is determined that the teachers shall have a pleasant and profitable time.

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F. A. Henderson, principal of the Orange high school, expects to be in their new $160,000 central unit by the first of the year.

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W. E. Faught, superintendent of Modesto schools, continues to be swamped with students. Nine hundred and sixty-eight were enrolled in the high school and 132 in the junior college.

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Harold F. Hughes, principal of the Webster school, Fresno, and author of Legendary Heroes of Ireland, has been transferred to the Columbus school, Berkeley. Mr. Hughes will continue in university courses. Walter Emmet Morgan, vice-president of the high school, Alameda, has been appointed principal of the Webster school, Fresno.

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The Fresno city and Fresno, Kings, Madera county institutes will be held jointly at Fresno November 27, 28, 29.

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O. H. Grubbs, assistant superintendent of Stockton schools, is busy inaugurating their new course of study.

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W. P. Dean, principal of the departmental school, Modesto, has been assigned the supervision of Modesto elementary schools. A. B. Downing has been appointed vice-principal in active charge of the departmental school.

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C. S. Clark, in charge of Merced grammar schools, has an enrollment of around 1000 students. The Merced high school, under A. A. Meany, has reached 450 in numbers.

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Robert W. Sturges is the principal in charge of the new high school just organized at Auberry, Fresno county, this year.

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W. Z. Foster is principal of the Riverbank grammar school this year.

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Miss Della B. Heisser, superintendent of the Turlock grammar schools, is devoting her whole time to supervision. Each school this year has been placed under a principal. Thirty-seven thousand dollars has been spent in adding six rooms to the Hawthorne school, making twenty rooms in the unit. School enrollment has increased to over 1200.

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J. J. Berry, district superintendent of the Oakdale grammar schools, besides being an excellent schoolman, is a raiser (good judge) of purebred turkeys. A hen from his flock took second prize at the State Fair.

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C. E. Overman, principal of the Oakdale high school, is looking forward to the occupancy of a new $85,000 building around January 1st. The new building contains an assembly hall and rooms for the science and commercial departments.

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B. M. Smith, supervising principal of the Orosi and Cutler grammar schools, has been appointed to the Tulare county board of education. Mr. Smith, besides his grammar school work, handles the athletics for the Orosi high school.

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## MARGARET SCHALLENBERGER MC NAUGHT RESIGNS

Mrs. McNaught after nine years' service as commissioner of elementary schools has resigned, and will devote herself to unofficial educational service, including a trip to Europe. Mrs. McNaught has been a prominent figure in the educational development of the State. Her work in the rural schools, notably San Benito, Plumas, Nevada and Placer counties, was of unusual value, and her entire educational career has been characterized by a sincere desire to be of service. Mrs. McNaught belongs to one of the oldest families in the State. Her father was with the Townsend-Murphy party that crossed the Sierras via Donner Lake in 1844. Mrs. McNaught has a notable educational background, educated at San Jose Normal, Stanford University and Cornell University, and always a conspicuous leader in local, State and National educational associations. She will undoubtedly bring back to California, from her trip abroad, a message of unusual value on account of her varied experience. In resigning she addressed the Board of Education as follows:

"To the Honorable State Board of Education.

"Ladies and Gentlemen:

"January 1, 1923, will mark for me the end of nine years of service as commissioner of elementary schools and of more than thirty years' service in the public schools of California. With the experience thus attained in almost every form of a teacher's work from rural school to university, I believe I can in future serve the cause of education as effectively out of office as in it. I feel also that I am entitled to the opportunity to work free from official routine. Furthermore I wish to spend some years in Europe and to do so under conditions that will enable me to remain there indefinitely. I therefore tender my resignation to take effect January 1.

"I need hardly add any expression of thanks to the members of the board, to the superintendent of public instruction and to my fellow commissioners for counsel, sympathy, encouragement and help in all my work both in the office and in the field. Our relations have been so close and so cordial that no conventional phrase is needed now to assure one and all of my high appreciation of the friendship of the past and of that which will last through the years to come.

"I am sure you will be interested in receiving my resignation in the form it was given. Everyone has been so kind and has said so many good things that it has made the day a happy one.

"Respectfully,
"Margaret S. McNaught."

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The Jackson union high school, T. J. Terry, principal, is situated on a hillside with an approach beautified by excellent landscape gardening.

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The Dinuba high school under Principal Fred M. Powell has enrolled around 400 students. A new science building and improvements to the auditorium are being constructed at a cost of around $65,000.

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H. R. Steelman this year succeeds Mrs. Mary B. Weaver as principal of the Farmersville grammar school.

# California Teachers Association—Southern Section

President Geo. C. Bush of South Pasadena, of the C. T. A., Southern Section, has secured the following partial list of speakers:

Dr. L. D. Coffman, president, University of Minnesota.

Dr. E. B. Bryan, president, Ohio University.

Dr. Ernest Lindley, president, Kansas University.

Dr. Henry Suzzallo, president, University of Washington.

Dr. M. E. Haggarty, dean, department of education, University of Minnesota.

Julia Wade Abbott, Bureau of Education, Washington, D. C.

James W. Foley, poet, philosopher, humorist.

Prof. Hollis Dann, State supervisor of music, Pennsylvania.

Dr. D. B. Waldo, president, Kalamazoo State Normal, Michigan.

Dr. Reuben Post Halleck, psychologist and author.

John Steven McGroarty, historian, author of Mission Play.

Superintendent Will C. Wood.

Dean C. H. Rieber, professor of philosophy, University of California.

Dr. B. R. Baumbardt, lecturer.

Dr. Frederick Monson, lecturer.

A. E. Winship.

Harr Wagner.

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Eighteen-week courses are now being conducted in the San Francisco State Teachers' College to enable teachers in the service to secure the junior high school certificate and the elementary diploma of the teachers' college. The aim of the courses is to help out and extend along modern lines certain fields now being introduced in the elementary and junior high schools. The courses consist of one session per week, beginning October 1. Some of the instructors include: Dr. Norris Rakestraw, Dr. Edna Bailey, Professor Edward Hulme, Dr. Stanley I. Rypins, Miss Olive Thompson, E. Morris Cox, Dr. Albertine Richards, Mrs. Ann V. Dorris, Miss Virginia Whitehead, Mrs. Mabel Gifford, Dr. Alvin Powell, Miss Gertrude Whitton, Mrs. Monroe, and Miss Barrows.

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## A DECADE OF ACHIEVEMENT

"A Decade of Achievement" was the subject of the address before 400 of his teachers, upon the opening of school, by Superintendent W. L. Stephens of Long Beach, who this year is passing the tenth milestone of his service to the Long Beach schools. The expansion, the building program, organization, curriculum, Americanization program and the ethical standards of the schools as well as the esprit de corps among the teachers, were all dwelt upon by the superintendent. The thirty-seven teachers and principals who have been in the city school system for the past ten years were given special mention upon their work and co-operation and the teachers as a body were complimented for their spirit of helpfulness, co-operation and contributions to the betterment of the system.

A resume of the growth and development of the Long Beach school system during Mr. Stephens' superintendency reveals some interesting facts and a portion of the address which contains this material follows:

"In 1912 the average daily attendance in the Long Beach system of schools was 3989, last year it was 11,614, an increase of 191 per cent. Ten years ago the number of teachers was 178, while we open this year with 468 on the force.

"Ten years ago the total cost of school maintenance was $250,000; this year it will be $1,511,045. The assessed valuation of the school district has increased from $20,000,000 to over $82,000,000; the bonded indebtedness from $380,000 to over $3,000,000. In 1912, 95 were graduated from the high school; last year there were 391 graduates. During the decade the following buildings have been erected or are in process of construction: Fremont, Temple, Horace Mann, Roosevelt, Longfellow, Whittier, Seaside, Edison, Washington, Franklin and Jefferson junior high schools, new units at Burnett, Atlantic and Burbank; on the campus of the Polytechnic high school, the liberal arts building, the practical arts building, and gymnasium for boys and girls. Plans are under way for a new elementary school at Sixteenth and Pacific. The maximum salary for the elementary teacher in 1912 was $1000; for the high school teacher $1350. This year the maximum salary for the elementary teacher is $1900, and for the high school teacher $2500.

"The substantial and vital achievements, however, are to be found within the organization itself rather than in outward expressions as revealed in brick and mortar.

"During the decade the following activities, policies and methods of business procedure have been instituted and are being developed toward an ever increasing degree of efficiency:

"1. The budget system of finance. This was instituted eight years ago. Six years later the state department adopted for use throughout California almost the identical plan, item for item, that Long Beach board of education adopted in 1914.

"2. The purchasing department and the employment of a business manager with sufficient clerical force to transact the business of the school department.

"3. Departmental teaching in the seventh and eighth grades.

"4. Special classes for the retarded, the subnormals, the deaf, and for those with serious speech defects.

"5. Elasticity in promotions whereby pupils may be advanced at any time if their welfare demands it.

"6. Classification of pupils according to their degree of intelligence as revealed by the best tests available. When the schools closed in June of the present year about 100 classes in the high school were organized on this basis, while in the elementary schools about 2800 pupils were classified in accordance with this principle. Modification of the courses of study whereby we may administer more effectively to the variability in capacities of pupils, are well under way.

"Expansion of the supervisory staff. Principals have been relieved largely of clerical duties by the employment of clerks. Supervisors of penmanship, of agriculture, nature study, and elementary science; and of physical education, have been added.

"8. Department of research. This department is charged with the responsibility not only of giving tests to determine intelligence and achievement, but to tabulate the same, and to return to the teachers the findings without delay with suggestions for improving conditions revealed by the tests. The department is also responsible for furnishing the school department with the latest in school procedure and accomplishment in the schools of the country.

"9. In the Polytechnic high school many courses and activities have been introduced.

"(1) The reserve Officers' training unit.
"(2) Band and orchestras.
"(3) Department of public speaking.
"(4) Courses in advertising and salesmanship.
"(5) The most complete high school printery in the state.
"(6) The school store in which the principles of merchandising are applied.

"(7) Expansion of all departments with the purpose in view, primarily, of making instruction meet more effectively the demands of society and the needs of the individual pupil.
"(8) The junior chamber of commerce.
"(9) The girls' league.
"10. The evening schools, in which last year almost 4000 different individuals received some training designed to increase their capacity to earn or to enjoy.
"11. Americanization work, including evening and afternoon classes, and the employment of home teachers.
"12. Smith-Hughes classes.
"13. Compulsory part-time classes to conform to the requirements of recent legislation.
"14. Department of vocational and educational advisement.
"15. Participation of teachers in the formulation of courses of study.
"16. Establishment of the city teachers' club, with 100 per cent membership, in which classroom teachers, principals and supervisors have equal rights, and which has protected the rights of the teachers and promoted their professional spirit and growth.
"17. The department of health, now employing an inspector and five nurses, co-operating with the city health department.
"18. The school savings bank. Beginning with the current year the institution will be sponsored by the clearing house of Long Beach, who will put a salaried official in the field to stimulate the exercise of thrift among the pupils.
"19. The department of attendance.
"20. The placing of all school cafeterias and lunch rooms under one manager, technically trained for the work.
"21. The reorganization of the school system by the introduction of the junior high schools.
"22. This inventory of accomplishment may well be closed by mentioning the last important move, namely, the employment of one of the country's most capable educators as supervisor of kindergarten and primary grades, Miss Elga M. Shearer."

## JOTTINGS OF A TRAVELING BOOKMAN

W. M. Culp

Under the direction of Principal L. J. Williams, $60,000 is being spent on additional units for the Orosi high school. Domestic science, gymnasium and shop space is thus being cared for.

W. W. Davis, district superintendent of Dinuba grammar schools, is in charge of five grammar schools and two kindergartens. A new $75,000 grammar school building is in course of construction. The Dinuba schools under Mr. Davis have doubled in attendance during the last five years. The enrollment at present is around 1000. The system has added three additional teachers this year.

"Tubby" Wallace Weiman, Occidental football star, is teaching history and coaching football in the Dinuba high school. Dinuba aims to make it interesting for Bakersfield this year.

Miss Gretchen Flower, county free librarian of Tulare county, has 105 branches and charge of sixty-three schools.

Porterville grammar schools, under District Superintendent Charles E. Bigham, are taking care of around 1500 pupils this year. Mr. Bigham has charge of five schools and the grammar school district has just purchased the old high school plant, which will be renovated and equipped as an up-to-date grammar school.

Some $80,000 is being spent in adding rooms to present plans and increasing the various playgrounds.

Mr. Bigham ran a summer session this last vacation period and believes it will take up a great deal of slack in the system. Opportunity rooms are established; extra courses in physical training are given and Americanization rooms for Mexicans are programmed.

W. H. Hughes, last year district superintendent of Claremont schools, is this year head of the department of research of the Pasadena city school.

Lewis F. Ferrish, superintendent of Venice grammar schools, has moved into new offices in the Washington school.

John A. Cranston, superintendent of Santa Ana schools, has moved his offices into a new administration building on the Washington school grounds.

W. L. Stephens, superintendent of Long Beach schools, had the problem of caring for 2500 more elementary school children during the fourth month of this term over the enrollment of a year ago. Over 4100 are expected to enroll in the Long Beach high school this semester. At present 79 rooms are on half-day sessions in the elementary schools. The furnishing of several new elementary buildings will relieve this situation soon.

Thomas E. Thompson, the author of several school texts, is this year vice-principal of the junior high school, University of California, Southern Branch.

Horace M. Rebok, superintendent of Santa Maria schools, through purchases has doubled the land at his various schools. Land for new future schools has also been purchased. Land purchased a year ago by the school department could be turned over at the present time at a profit of $100,000. Two new schools are being constructed and will be ready for use in February. One interesting feature of the attendance in the Santa Maria schools is that there are just as many pupils in the seventh, eighth and ninth grades as in the tenth, eleventh and twelfth grades.

R. J. Custer, district superintendent of Lodi grammar schools, is having a ten-room school building costing $90,000 added to his group. The building will house the first and second grades and a kindergarten. This new building will be the fifth of Lodi's grammar school plants.

Miss Mildred E. Peckham, after a year's absence spent teaching in the Hawaiian Islands, has returned to her position as assistant superintendent of Coalinga schools.

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# WATER AND POWER ACT FROM AN EDUCATOR'S POINT OF VIEW

By Francis Dunn

**An active experience of eighteen years in public school work in our state and a realization of the constantly increasing needs and responsibilities of educational work make me aware that it is essential that teachers and parent - teachers' associations should scrutinize closely all new public undertaking that may directly or indirectly affect the financial support of our public schools.**

All who have had experience in seeking funds for educational purposes—the workers in a country district seeking a small bond issue for a new school house, or those who must appeal to our legislators for adequate appropriations for the great universities—know only too well how keenly our schools are compelled to compete with many other governmental undertakings in order to be apportioned a fair share of the funds raised by the people to support public enterprises.

If the present financial needs of educational work are to be met, and the way kept clear for meeting adequately the greater needs of the future, educators must be constantly on the alert to see that the financial needs of the public school system are not subordinated to the clamorous demands of purely commercial undertakings launched with public money.

On this account leaders in educational work recently have taken an active part in the discussions of the Water and Power Act, a proposed constitutional amendment, which, if adopted, will authorize the expenditure of an amount, limited to $500,000,000, of state money for the construction of irrigation projects and electric power plants.

Whether or not this proposed undertaking is practical from an engineering standpoint, and commercially a sound proposition, are questions with which educators are not so directly concerned. Educators probably will be content to accept as the answer to those questions the judgment of civil engineers from our technical schools and reliable business men experienced in such affairs.

But educators should be keenly interested in the authorization of a state bond issue for $500,000,000 to finance commercial enterprises. If the people of California are sufficiently prosperous to enter upon such a large expenditure of public money for irrigation ditches and electric power plants, may not our school children expect more generous treatment in the matter of housing and school equipment, and may not our teachers expect more liberality in salaries?

Is this undertaking an indication that all enterprises which are supported by public funds are to be financed on the same lavish scale? Or does it mean, as it too often has meant in the past, that schools and teachers must get along as best they can with inadequate buildings and equipment because the credit of the state is applied to commercial enterprises at the expense of the humanitarian undertakings that have no other source of support?

In educational circles there seems to be a growing belief that these increases in purely business undertakings by the state are too likely to be at the expense of the humanitarian functions of government, and that this extravagantly generous appropriation proposed for power houses will necessarily be followed by a niggardly policy of impecunious thrift in the matter of school houses.

**Miss Carolyne M. Webb**, superintendent of schools of Sacramento county, in a recent newspaper article had this to say about the Water and Power Act and its effect on the other state enterprises if adopted:

"Education, highways and other important matters—proper subjects of state direction—with our rapidly growing population will require increasing sums from the state treasury. Any diversion or experiment in state socialism which will tend to divert funds from these legitimate avenues of state energy and control I must earnestly oppose.

"It will make California the most heavily bonded state in the Union, adding to the burdens of the small taxpayer and handicapping those who are striving to rear and educate families on a meager income.

"The act authorizes a gigantic experiment with state funds and does not allow the taxpayers any decision regarding them, where and how the money shall be expended.

"It will confer arbitrary authority on five men, comprising the Water and Power Board, in the disposal of state funds, totaling $500,000,000, and thus increase the already dangerous centralization of power in the hands of a few men.

"Such leading advocates of municipal ownership and rural development as City Engineer M. M. O'Shaughnessy of San Francisco and Colonel Robert Marshall, father of the Marshall Plan, oppose the act. Good and sufficient reasons must exist for the opposition by such men to the measure."

**Allison Ware**, former president of the Chico State Normal School, now one of the state's leading attorneys, is vigorously opposing this measure on the ground that such a tremendous bond issue for a purely business enterprise would be detrimental to the welfare of the state. It has been widely argued that this proposed undertaking is a proper function of government, a proper expenditure of the taxpayers' money, that it is an extension of municipal ownership, and as such can justly claim financial support from public funds. Ware has ably pointed out the fallacy of this claim:

"The effort has been made," said Ware, "to rally to this strange and sensational proposition, with its $500,000,000 bond issue all the friends of municipal ownership. The effort has been and will continue to be in vain. Friends of municipal ownership know that the local ownership and control of utilities is an entirely different thing from ownership in the hands of an irresponsible state bureaucracy.

"The first great difference lies in the fact that municipal ownership as we know it is locally financed. This results in cautious spending and careful scrutiny of plans, projects and budgets. The second great difference is that municipal ownership carries with it local accountability, while this vast state-wide project will escape the close and intelligent observation of the people who stand behind the enormous bond issue.

"The least creditable reason advanced to cloud the judgment of friends of municipal ownership is the cry that this proposed measure is necessary in order to provide projects for districts. Its partisans apparently do not know that there is now in full force in this state and has been since its enactment in 1915 an act that provides simply and plainly for the organization and operation of public utility districts by which communities, whether large or small, may secure for themselves any sort of a public utility of a revenue producing nature that they may desire.

"Why is it that the visionary gentlemen behind this project do not go into some one district of the state, let us say the district that they think most in need of municipalization of light, power and water, and there organize their district. The reason is that the state-wide project offers the lure of easy money to be raised in some mysterious way from bonds, or the general funds of the public treasury, or from profits or out of more bonds, but never, by any chance, out of anybody's pocket.

"There is a way now to get any project started for any district under public ownership. Every prudent friend of municipal ownership, every man and woman in this state, who believes in progress founded upon experience and tested wisdom, should flatly say to the bright-eyed promoters of this project, 'There is a law now that will give to any district all the action that the most earnest enthusiastic for public ownership wants in respect to the control, ownership and distribution of water, light and power. Find your district, vote your bonds, earn your profits, pay your bills, establish your success along prudent, careful lines. If what you offer us is good for the state as a whole and a hundred projects serving a hundred districts, it certainly ought to be good for one district somewhere.'"

When one considers how meager are the sums of public money ordinarily provided for the vast needs of educational work, and how vast is this sum of $500,000,000 asked for support of an experiment that is entirely commercial, it is easy to understand why the Water and Power Bill has aroused the opposition of educators. Surely such measures are certain to have a very definite effect upon the problem of adequate financial support for our school system. For this reason this, and all similar proposals, should be most carefully scrutinized by teachers, school trustees, parent-teachers' associations, and all others interested in the proper solution of the financial problems of our school system.

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## A MINIATURE COUNTY FAIR

### Ceres Grammar School Project in Local Geography

Mr. Benton Welty, principal of the Ceres grammar school, California, believes the project method can be made a wonderful live force in the development of the child's interest. An example of this interest was shown in a miniature fair staged by a sixth grade geography class under the direction of the teacher, Miss Darline N. Horne, and Mr. Welty.

Ceres is in the midst of a wonderfully fertile section of the San Joaquin Valley, surrounded by deciduous orchards, vineyards and many farms on which general farming is carried on.

The children brought in the exhibits and when arranged and labeled the display showed up the wonderful versatility of the soil surrounding Ceres. The Garden of Hesperides could scarcely have furnished a greater abundance of fruits and vegetables.

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## JUNIOR TYPEWRITING MANUAL

**Elizabeth Starbuck Adams,**
Wellesley, B. A.; Columbia, M. A.
(Gregg Publishing Company)

This book is an elemental text for beginners and is to be used as an **introduction** to the acquisition of the fine art of touch typing as a tool subject. Any omissions from this text of the exercises ordinarily found in a manual on typing are made intentionally. The content avoids, as far as is consistent, a duplication of other material already published and in common use.

The Junior Typewriting Manual covers the following points thoroughly:

1. Keyboard drills.
2. Constant practice in arrangement.
3. Sufficient drill on straightaway copy to develop continuity and output—**with the emphasis on accuracy.**
4. Simple tabulating on matter which everyone uses and should understand.
5. Practice in writing common business letters and telegrams.

Three dominant characteristics are provision for accuracy tests, constructive work, and variety in the types of exercises.

The **subject matter** is made up of a content, some of it familiar, some of it new. An effort has been made to give much that has a permanent value, to crystallize the habits of correct usage in written English by dwelling on a few common errors, and to increase the spelling vocabulary. Anecdotes and poems are used to give control of quotation marks, apostrophe, exclamation point, paragraphing, commas and question marks. The unit of accomplishment is usually small. Short lines have been used, and difficulties introduced, slowly, a few at a time.

The **word study** exercises are all planned to give practice in some feature of technique. The subject matter has been varied as much as was practicable. Many phases of word study have been used in the hope that as a by-product of the practice in typing with its necessary repetition, some of the common spelling and grammatical difficulties might be helped towards elimination.

**Stunts** are introduced at intervals to change the method of approach to a lesson and to give a different sort of control over the machine than that gained by constant following of copy.

**Short poems and anecdotes** are used as excellent training in form. The line of writing is short and the rhythm and thought have an appeal that makes poems interesting material for accuracy practice.

There has been a very definite aim to choose a vocabulary that should be a stimulus to mental growth. Different words are, for the most part, used in content in such a way that their meaning might be clear. It is hoped that all connected matter will be read and discussed before a pupil is to put effort into rendering a perfect copy. The whimsical poem and the laugh-provoking joke have been used with discretion. But never has the fact been lost sight of that each exercise offers training for the perfection of some specific feature of technique.

Miss Adams, the author of this manual, has interviewed thousands of class-room teachers on the needs of their work. This publication is the result. Her well poised mind, her keen interpretation, her intellectual sensing of the needs of pupils, all show the highest development in this completed work.


### *Gregg Shorthand Wins World's Amateur Championship*

In the World's Amateur Speed Contest Mr. Louis A. Leslie. with an accuracy record of 99.1% won first place.

In the Professional Contest, two Gregg writers, Charles L. Swem, for eight years personal stenographer to President Wilson, and Albert Schneider, World's Champion shorthand writer for 1921, won second and third places, respectively.

Mr. Swem, on the high-speed court matter test, dictated at 280 words a minute, astonished the committee by transcribing 1,407 words with but 12 errors and breaking the world's previous record—and this despite the fact that he is entirely without court reporting experience.

Twenty-four out of a total of forty-nine qualifying records were made by Gregg writers.

### *Gregg Shorthand*

wins instant success for those who study it because it is scientifically correct, therefore the easiest of all practical systems to master. It doesn't call for tiresome study of bewildering hieroglyphics or memorizing a multitude of intricate rules.

**To begin to study Gregg Shorthand is to begin to write it. You can become a master speed writer with astonishing ease. With Gregg Shorthand, Mr. Albert Schneider, a New York schoolboy, became the World's Champion before he was twenty-one years of age.**

**In the contest just ended, Martin J. Dupraw, sixteen years of age and only recently graduated from the New York High School of Commerce, won speed certificates at 150, 175 and 200 words a minute.**

*Gregg Shorthand is taught in the high schools of 89% of the cities and towns in the United States where shorthand is taught.*

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## ECCLES AND SMITH COMPANY

Undoubtedly the most interesting and the most important of the recent reorganizations in the machinery field is that which has been effected in the firm of Eccles and Smith Company.

This house was established in 1900 and has always enjoyed a very high reputation for straightforward business methods and for promptness in the correct shipment of orders. Negotiations quietly began some time ago with the idea of associating in the business some of the best known machinery men on the Pacific Coast. These negotiations have been completed and we are now able to announce that Eccles and Smith Company is composed of the following men, all of whom are well known throughout the machinery world: Philip Rowe, Chris Eccles, R. W. Baxter, W. E. Ringwood and Frank T. Sweeney.

A short resume of the careers of these men will make apparent the strength of the combination and its ability to render useful service in the Pacific Coast machinery trade in bringing to them the products of the leading manufacturers of the country.

Philip Rowe has been connected with the Hallidie Machinery Company of Seattle, Washington, for twenty years, completing this time as its president and major owner.

Chris Eccles, as one of the founders of the Eccles and Smith Company, has been the moving spirit, in recent years at least, in the progressive policies of that concern.

R. W. Baxter is a thorough railroad man and traffic expert and is known as such from the Atlantic to the Pacific. Starting with the Union Pacific as a messenger boy he became consecutively telegraph operator, train dispatcher, train master and superintendent, after a period as superintendent with various other roads he became general superintendent of rail and water lines with the Pacific Division of the Union Pacific. In 1912 Mr. Baxter took charge of the Alaska Steamship Company, the Copper River and North Western Railroad and other properties for the Morgan-Guggenheim syndicate. Mr. Baxter's wide railroad acquaintance and his thorough knowledge of railroad methods will be a valuable asset to the new Eccles and Smith Company.

W. E. Ringwood is perhaps as well known to the Pacific Coast machinery trade as any man now in the business. His sixteen years of service in the Harron, Rickard & McCone Company have given him a specialized expert knowledge of metal working machinery requirements that will be of immense assistance in the new association.

Frank T. Sweeney has for sixteen years been prominently identified with Eccles and Smith Company.

The character, standing and experience of these men is a guarantee insuring the continuance of the same policies that have made the Eccles and Smith Company so popular with the machinery users of the Pacific Coast, and is also a promise that these policies will be carried out in a more progressive spirit.

The location both in San Francisco and Los Angeles remains unchanged. Complete stocks will be carried in both buildings, including very full lines of all classes of metal working machinery, shop accessories and supplies, and in addition a thoroughly representative stock of railroad and railway supplies.

These stocks of tools and supplies have been carefully selected by experts from the product of firms having an international reputation in their respective lines, and along with this known quality Eccles & Smith are prepared to give a very high class of service. At the same time the financial ability of this firm enables purchase in large quantity, thereby giving customers the benefit of a fair price.

Representing:

Heald Machine Co., cylinder grinding machines.
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Sidney Machine Tool Co., lathes.
Gould & Eberhardt, shapers, automatic gear cutting machines.
Landis Machine Co., pipe threading and cutting machines.
Fellows Gear Shaper Co., "High Duty" gear shapers.
Seneca Falls Mfg. Co., "Star" lathes.
Badger Tool Co., grinding machinery.
Becker Milling Machine Co., milling machines.
Fosdick Machine Tool Co., sensitive upright and radial drills.
Giddings & Lewis, horizontal boring machines.
International Machine Co., "Libby" lathes.
Yoder Company, sheet metal machinery.
Buffalo Forge Company, forges, blowers, drills, punches and shears.

## CONFERENCE AT LUGANO, SWITZERLAND

A report of the Conference at Lugano, Switzerland, held in August under the auspices of the Woman's International League for Peace and Freedom, has been received by the Western Journal of Education from Prince Hopkins, who attended and was one of the speakers at the convention. Subjects of international import were discussed. The discrepancies between American and English history texts as taught in the schools was the topic of Prince Hopkins' talk. He felt that the public discussion of such discrepancies which we had as the result of being an ally of England in the war was slowly disillusioning the public. Nevertheless it was Utopian to expect the state to use internationalistic texts. He placed his hope in the individual teachers. He noted with joy the tendency of teachers to affiliate with the labor union movement and imbibe the growing internationalism of labor. The pacifist teacher could require supplementary reading to counteract the effect on her pupils. She could now learn of unorthodox texts in any country through labor, socialist and pacifist organizations. Any discrepancy in texts raised skepticism in pupils' minds which a teacher could turn to advantage. In his own school Mr. Hopkins had asked the children to write an account of anything they witnessed that was likely to receive newspaper mention; he then had them compare the subsequent newspaper accounts with their own testimony and with the accounts in still other papers, and draw their own conclusions as to the dependability of public prints.

Miss Balsch of New York recounted a plan she had proposed to the conference for moral education just held at Geneva, that the third Friday of May be set aside in schools for a festival of nations. In the pageant, each class in a school might parade in the costume of some foreign nation, and one child in each class should tell what our civilization owed to that particular nation.

Miss Woods of New York laid emphasis on the use of pageantry to vivify the memory of constructive historic events, particularly if those could be given parts in the pageant who were direct descendants of the personages who enacted the original historic role. She told of a small boy who altered his conduct completely on hearing his grandfather had played a great historic part.

Some persons at the convention feared that pageantry was often used to foster narrow nationalism.

Speakers at the convention included prominent educators from Italy, Germany, Switzerland, Austria, France and America. The conference was attended by 125 persons and some of these endured great hardships to be present. Three young men walked across Germany to get there.

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C. L. Geer, superintendent of Coalinga schools, in spite of the fact of the almost complete closing down of the oil wells, has almost as large an attendance as last year.

---

Henry Kerr, head of the science department of the technical high school, Fresno, is developing his department along new lines of science teaching.


# One Error in Thirty Minutes of Typing at 123 Words a Minute

This is the record made by Mr. Wm. F. Oswald in the All-American Commercial Accuracy Contest held in Chicago on August 9.

Mr. Oswald as well as the winners of the first seven places in this event were trained by the "Rational" method of typewriting.

### Rational Operators

also won first place in four of the seven events, second place in two and fourth place in one event.

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### S. F. TEACHERS' ASSOCIATION

Reports and an outline of the Teachers' Retirement Salary Bill occupied the members of the Teachers' Association of San Francisco at its semi-annual meeting held in San Francisco recently. It was decided to ask the next legislature to increase the retirement fund from $500 to $720, and the dues from $12 per year to $24 per year. Miss Rose Lewis of the Better Films Committee stated that her committee had outlined a plan for educational and entertainment films to be given to the children in one of the theaters every Saturday morning. The Parent Teachers' Association is co-operating with the work and a nominal entrance fee will be asked at the initial production. This money will be used for handling the films. The theatres and films are furnished free of charge. Miss Carroll, chairman of the Legislative Committee, reported that members of the committee had gone to Sacramento to check up the proposed Annuity Bill and that during the session of the legislature members would work at Sacramento for the repeal of the law for the registration of minors "which appears to be futile and which costs untold time, energy and money." The standardizing of the junior high school certification was discussed and routine business was settled.

### CLEVELAND SCHOOLS

The eighty-fifth annual report of the board of education of the city school district of Cleveland for the school year which ended August 31, 1891, is the first of a series of surveys of the department of instruction in the Cleveland public schools. It was prepared by the department of research under the direction of Dr. W. W. Theisen and is submitted by Superintendent of Schools R. G. Jones. The report shows that there are fifty-seven nationalities in the Cleveland schools, 35.4 per cent of the pupils were born of native white fathers. An increase of 66 per cent in attendance during the past ten years is noted. The ability of the high schools to hold the pupils' interest is shown by the increase in the number of graduates, which is 112.6 per cent now over ten years ago. Teachers and buildings have been increased in proportion to the growth of the schools, the voters approving a $15,000 bond issue in November, 1920. It is found that failures in school work have been reduced materially. Where approximately one child in seven failed in 1914-1915, only one in every nine and one-half failed in 1920-1921. Attainments of pupils, grouping of pupils on the basis of ability; the work of the psychological clinic; the division of current expenses; school costs compared with other cities, are some of the facts explained with comprehensive figures in illustration. General statistics are included in the report and the cost of activities in the educational system is charted in full. The report is comprehensive and will interest other city systems of education. A junior high school mathematics course of study and syllabus composes another booklet.


## What a Boy Did

Although sixteen-year-old Martin J. Dupraw was not graduated from the New York High School of Commerce until January, 1922, he has already placed his name in the shorthand hall of fame.

In the National Shorthand Reporters' Association Speed Contest held in New London, Connecticut, on August 24, young Dupraw completely outdistanced many of his older and more experienced opponents and amazed the judges by carrying away with him three N. S. R. A. speed certificates.

These official certificates testified that Dupraw had written shorthand for fifteen minutes—three separate five-minute takes at 150, 175, and 200 words a minute—on solid literary matter, and that he had transcribed his notes on the typewriter with an accuracy of 98.3%. In fact, on the 150 word-a-minute take—750 words—he made but four errors, which meant an accuracy of 99.5%.

Not so long ago a speed of 200 words a minute on difficult literary matter required years of study and practice, but young Dupraw gained a lap on the older members of his profession by learning a system that enabled him to utilize his longhand training from the start.

This flying start gave him the encouragement and enthusiasm necessary to his success.

On September 15 Mr. Dupraw expects to enter college, where he will have a decided advantage over many of his classmates in being able to write down verbatim the lectures of his professors that others will be obliged to write in the more cumbrous longhand.

"How Shorthand Opens the Door to Opportunity" is attractively told in a free booklet published by The Gregg Publishing Company of San Francisco.

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## COUNTY SUPERINTENDENT SAYS SCHOOL TRUSTEES ARE UNDULY EXCITED

According to County Superintendent of Schools James G. Force, says the Salinas (Monterey Co.) "Journal", the trustees are not liable for injuries suffered by children in playgrounds, and he has written a letter to that effect which will be sent to every school in the county. After the ruling by Attorney General U. S. Webb that the trustees were liable, the playground apparatus in the grammar schools of Salinas was withdrawn.

Mr. Force's letter is as follows: The state law provides that boards of trustees shall provide playgrounds equipment and apparatus for physical training as part of the regular school courses. When boards of trustees fulfill the requirements of the law by installing safe equipment for playground use, they are as surely exempt from liability as any other official body, such as city trustees, park commissioners, or members of a fire department.

Shall we cut down all the trees along our highways and streets because a child climbs a tree and gets a broken arm? What if a child falls while roller skating on the cement sidewalk, thereby receiving a serious injury? Shall the cement sidewalks be eliminated? What of all the great civic playgrounds in large cities where they have every description of play apparatus for children to use?

### Attorney General's Opinion

The opinion of the attorney general is as follows: "Briefly, trustees can be liable only in case of negligence or incompetency. It is their duty to provide safe equipment, competent and careful employes, such as janitors, drivers of automobiles, etc., and when their duty in this regard has been properly discharged, no liability exists."

### Only in Case of Negligence

You will notice that the attorney general specifically states "negligence or incompetence" on the part of the trustees. It might be possible where trustees visit their schools only once in ten years, as is the case now and then, a complaint should be lodged for criminal neglect. Trustees do not act as individuals; they cannot do so. They act as a corporate body, and they are not individually responsible when their actions are in harmony with law.

Most certainly if a trustee wilfully installed a buzz saw on the playground for the children's play he would be guilty of a malicious act, and probably could be prosecuted.

### Advice to Trustees

**The school trustees of Monterey county are advised by this office to let the play apparatus on their grounds remain. Keep it in the proper condition and quit worrying about some hallucination that seems whizzing directly at your head.**

## PACIFIC COAST FURNISHES OWN REMEDY FOR TRUSTEES' LIABILITY RISK

With the increasing interest in playgrounds, both school and municipal, has come a more intelligent interest in the apparatus installed for the use of the children in their recreation hours. Since the publicity given the suit against the Oakdale school trustees this interest has naturally crystallized into a more intelligent inspection of the sort of apparatus to which our children are entrusted.


# Playground Safety!

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our playground apparatus will stand up under most extraordinary strain.

No accident has ever occurred in the use of our apparatus. In the remote event that it should occur, you—as a school trustee—*could not be held liable*, for in buying *Patterson-Williams* you bought the best, and used all due care and precaution. The law demands of you no more.

***The* PATTERSON-WILLIAMS MANUFACTURING COMPANY**
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The Only Manufacturers of Playground Apparatus in the West


Down in San Jose is the plant of the only west coast manufacturer of playground apparatus, the Patterson-Williams Manufacing Company. This comparatively young concern finds in the present disturbance only an increased opportunity for itself, for the apparatus it supplies, besides being unique in conception and design, has an extraordinary margin of safety in its construction. The outgrowth of the inventive genius of a man who loved children and knew what they liked, this apparatus is revolutionizing playground activities. It is designed not only to amuse the children, but to give them thoroughly co-ordinated exercise for every portion of their active bodies, combined with that perfect safety which parents demand.

The safety lies not alone in the material used, and the quantity of it, but also in the design. Carefully planned and constructed, little opportunity is left the fertile child brain to wrongly use the apparatus or divert to purposes not intended. The use of wood in construction is being rapidly eliminated wherever it is possible to use metal. Where ordinary apparatus uses wrought iron, this California-made apparatus uses bronze, and heavy bronze at that. Where hands must grasp, as in the rings, the bronze is covered with pure luminum for cleanliness. Carefully designed strength, combined with attractiveness of appearance, runs throughout the entire line, which is a varied one. Parazontal bars, flying swings, giant strides, acting bars, stationary circular travel rings, slides, horizontal ladders, a delightfully unique "rock-a-bye" swing—the list is a long one, and constantly being added to, for the company's designer is constantly on the lookout for safe devices which will hold the children's interest.

Surely the child of today who has in his own backyard or in the public grounds the wonderfully ingenious devices of today's manufacturers must find few dull moments. Yesterday's child was forced to do with the "teeter-board" and swing, and did not always have that.

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George C. Bush, superintendent of South Pasadena schools, has been very busy as president of the C. T. A., Southern Section, in arranging the program for Christmas time.

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Leroy Armstrong of the American Book Company spoke recently at a number of places in Alameda county on educational topics. Mr. Armstrong is a successful textbook writer, has written and edited several of our state series of readers, was formerly editor of Sierra News, and made an excellent reputation as a school principal.

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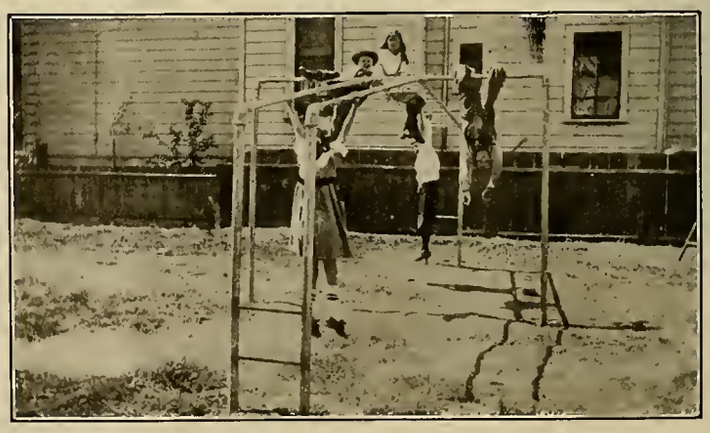
A. W. Ray, superintendent of Tulare schools, has a campaign on for a $100,000 bond election for a new central school.



Parazontal bars—a "backyard" installation

De Witt Montgomery, superintendent of Visalia schools, is looking forward to the establishment of a junior college at Visalia.

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Miss Elizabeth Riddell, elementary school librarian of Long Beach, has just returned from a three months' trip to Europe.

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J. Perry Ratzell, principal of the Turlock high school, has moved his school into the building on the east side of town and is intending to construct further permanent units.

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Pasadena city schools under Superintendent John F. West are expanding greatly. Business Manager Frederick F. Martin is most active in putting the program across. The board of education recently sold $650,000 worth of bonds bearing 4½ per cent interest at a premium of $6,217.78. The sale was on half of the issue of $1,340,000 bonds voted last spring.

Land for present and future needs is being purchased. Twenty-three acres for the new Washington junior high school in northeast Pasadena has been bought on Monk Hill, a site with an unparalleled view of Pasadena and surrounding territory. Ten acres adjoining the high school plant has been purchased for the agriculture department at a cost of $87,000. Five new elementary school buildings are under construction. An extraordinarily fine boys' gymnasium has been erected at a cost of $45,000. This gymnasium has two basketball courts ,one entirely enclosed the other open two sides out of doors. New concrete sections are being added to the bleachers at the high school football field. Under the bleachers are the boys' showers and dressing rooms.

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## WESTERN SCHOOL NEWS

Roy Cloud, superintendent of San Mateo county, held his institute at San Mateo, October 9, 10, 11. A. J. Cloud, deputy superintendent of the San Francisco schools; Prof. Aiken, of the University of California; Dr. Stoltz, of the State Department of Physical Education, and Supt. Ira Landis of Riverside county, were among the instructors. The institute was a success, and the teachers were well pleased.

Superintendent Harry Bruce Wilson of Berkeley was one of the principal speakers at the Nebraska State Teachers' Association, October 9, 10, 11, 12 and 13.

Will C. Wood was the principal speaker at the Inland Empire Association, which met at Spokane recently.

The Central California Teachers' Association will meet at Fresno, November 27, 28 and 29. Mrs. Richmond of Kings county, president, is arranging an excellent program.

The Ladies' Home Journal for October published an article by Will C. Wood placing special emphasis on education in the immediate future. This article brings our California schools and our superintendent of public instruction prominently before a million homes and ten million readers.

President Nicholas Murray Butler of Columbia University is in San Francisco, presumahly in an advisory capacity in reference to the presidency of the University of California and some of the other opportunities for placing Columbia University men. Prof. Butler is a great educational leader along the old line standards of wealth, competition and political power. In 1916 he wrote an editorial in the Educational Review that the trouble with this country was that we paid those at the bottom too much and those at the top too little. It has been just such crooked philosophy that has held the world in slavery and made possible war, social unrest, strikes and finally anarchy. No, Nicholas Murray Butler is a great intellectual leader, but he leads in the wrong direction. His viewpoint is that of a Tammany Tiger, not of an Abraham Lincoln.

Mark Keppel, joint author with Harr Wagner of Lessons in California History, has been on a professional tour in the San Francisco Bay region. He gave an address at Santa Cruz, at Oakland, Cal., and attended the various meetings of the executive board of the C. T. A., of which he is president.

Superintendent Ira Landis of Riverside has just made his debut as an institute instructor. Superintendent Roy Cloud, Superintendent Fitz Gerald of Eldorado and others may be quoted as saying he is a success, and gets across with both inspirational and practical talks.

## NEW LAMPS FOR OLD

Various boards of education throughout the state are exchanging their worn and discarded school furniture for supplies and merchandise of the National Renovating Company, which ships the furniture in to the Oakland warehouse, processes it by running through the Casmire process, and then, after refinishing, offers it to the rural school districts. This makes it possible for the poorer districts to have, within their means, clean and sanitary school furniture.

Several thousand desks have been so processed and disposed of this year, greatly to the advantage of the districts which are feeling the greatly increased enrollment. Not only the smaller rural districts are purchasing this renewed furniture, but some of the larger towns have found it to their advantage to do so. It is to the advantage of those schools with old equipment as a surplus, and to those school districts whose funds are low.

## TRUSTEES UNDULY EXCITED SAYS SUPT. WOOD

In his special bulletin of October 11, addressed to county and city superintendents of schools, Superintendent of Public Instruction Will C. Wood says that the "recent opinion of the Attorney General relative to the responsibility of school trustees for injuries to pupils while at school has proved unnecessarily disturbing to certain school boards in the state."

Supt. Wood then goes on to point out that the principle on which Attorney General Webb bases his opinion is one of common law, applicable not only to school trustees but to public trustees of every character, including those of cities, irrigation districts, public libraries, etc. It is no new thing. That public officers shall be liable for negligence has been recognized in the common law for hundreds of years. California's schools have operated under this common law principle for seventy-two years, and only once in this time have the parents of an injured child appealed to the courts for damages.

Only where the trustees are clearly negligent or careless in the administration of their duties can they be held liable.

Supt. Wood adds to his bulletin: "May I point out the inadvisability of taking out indemnity insurance, pending further advice from the Attorney General? School funds cannot be used for the payment of such insurance. Certain insurance companies have asked exorbitant premium rates on account of such insurance. Members of school boards should, therefore, go slow in the matter of taking insurance to protect themselves as individuals against liability."

**EXCITED TRUSTEES.** Attention is invited to the eminently sane statement given out by County Superintendent of Schools James G. Force. If the school trustees are giving due attention to the condition of the school grounds and buildings, are providing safe playground equipment, and are providing so far as they may for proper supervision, no court will hold them liable for damages in any accident. On the other hand, if the school trustees in their desire for economy install playground equipment which has too small a margin of safety in its construction, there is little question of their liability.

The safe course, the sane course, would seem to be not to attempt to avoid responsibility by doing away with the facilities for recreation—they are incurring a far more serious moral responsibility then—but to place on the school grounds apparatus of known strength, behind which lies the reputation of responsible manufacturers.

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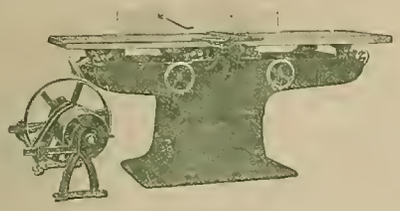

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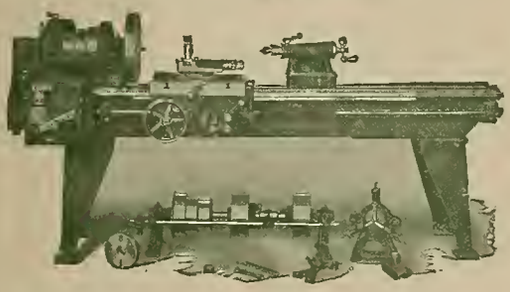

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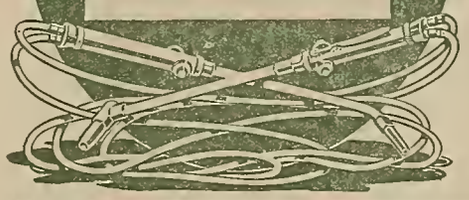

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### KERN COUNTY RURAL SCHOOL EXHIBIT

The exhibit shown by the rural schools of Kern county, which was awarded a silver loving cup at the Sacramento fair, was the first display of the kind made at the State Fair by a county under art supervision.

Five special lines were featured, each showing work that was given under the regular industrial course.

At the back of the booth were placed two sets of shelves. Between these was the sewing exhibit. The two side wall spaces contained posters. In the foreground was an oil derrick scene, and a ranch house—both problem work in different schools and illustrating two of the leading industries of the county.

A color scheme of brown, tan and orange was used throughout the whole county exhibit. Orange flowers added to the attractiveness.

In the industrial art work problems are given that fit the need of the children. They love toys and are taught to make their own. The large case of toys illustrated the success of this work, and small visitors at the fair found them a source of endless enjoyment. Different materials were used—beaver board and old boxes of many kinds. Mechanical toys, elephants, small bunnies, a hobby horse, bears, and black cats made a real toyland. Above these was placed a poster stating, "We Make Our Toys."

The second case contained hand work, and it, too, was advertised by a poster reading, "We Do Handwork." The articles had been lessons in thrift, and were made from discarded materials. There were bottles painted to make attractive vases that at a distance looked like pottery. Chicken feeders and flour scoops were made from tin cans. Useful handbags were originally chalk boxes and cigar boxes covered with leather from an auto cover shop. Glasses from the ten cent store were placed inside. There were bird houses made from scraps of lumber, vases made from native clay, and baskets from the Indian reservation. A lesson in bookbinding was shown—cookbooks and house plan books which received first prize. These books contained pictures illustrating furniture, hangings, dishes and rugs that are in good taste for a modest home. Japanese trays and Nabisco boxes were decorated with enamelac paint and added their color note.

The sewing exhibit consisted of four articles of clothing, a simple school dress, plain white slip, bloomers and a school apron. These had their poster—the quaint figure of a little girl with a huge pair of scissors and a spool of thread who said, "We Make Clothes." One problem of the county art work was to design a simple school dress of washable material, not to exceed two dollars in cost. Each girl in the upper grade designed a dress of cut paper, mounted it, together with a sample of the material and an estimate of the cost. Two sheets of these designs were placed on each side of the posters.

The most striking feature of the exhibit were the posters. These advertised the leading industries of each school district: Jasmine Oranges, McKittrick Oil Fields, The Yellow Aster Mine, Shafter Grapes, Shafter Potatoes, The Grape Vine Rest Retreat and Kern River Resorts. All posters were mounted on large paper and were effective in design, color and size.

The miniature oil derrick made by eighth grade boys of the Fellows school proved interesting. It was made from actual measurements. Toy autos and air ships made the scene realistic.

Joining the rural school booth and completing the Kern county booths was the exhibit from the Taft, Delano, Maricopa and Wasco high schools. The most unusual features of this were two guitars and a four-poster bed made by the boys of the Taft Union high school.

The Bakersfield city school both, under the direction of Miss Florence Lusted, city art supervisor, received much praise and was awarded the medal for the best city exhibit. Work from the domestic art, manual training, and art departments were shown.

The color scheme carried out in the orange, tans and browns of the rug, books, baskets and furniture together with the artistic arrangement made this booth unusually attractive.

LENNICE C. EYRAUD,
Supervisor of Art, Kern County Schools.

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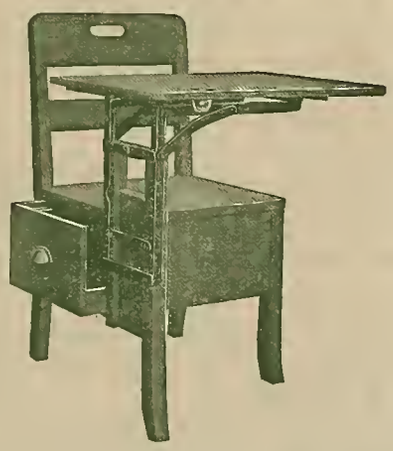

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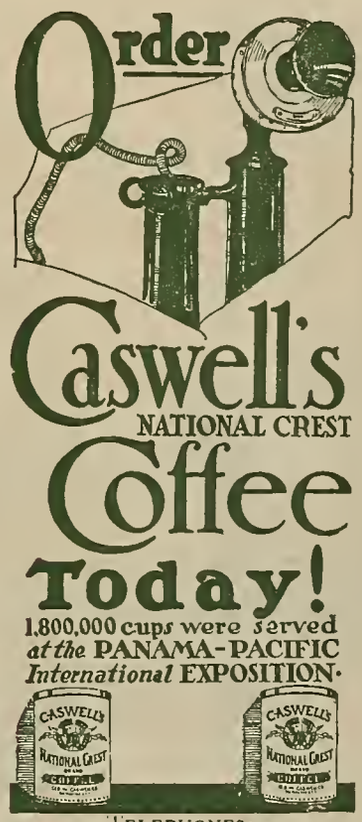


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## CONTENTS

NOVEMBER, 1922

### Christmas Message to the Schools from Will C. Wood

*CHRISTMAS belongs to all of us, that is to all who believe in the Spirit that makes people better and happier. But Christmas belongs especially to boys and girls. It is their time for giving and receiving gifts, for laughter and love; for playing and feasting and singing carols and old songs.*

*I wish I were Santa Claus. I would like to visit all of the children of California and look in upon them. I would remember every child, big or little, with just the kind of a present he would like to get. I would like to hear the children shout and laugh on Christmas morning as they unload their full stockings. While journeying about, I would stop my sleigh longest at the homes of the little boys and girls whose parents are poor and needy. And especially would I favor boys and girls who haven't any mama or daddy. Who wouldn't like to be Santa Claus and do all these things to make people happy?*

*Merry Christmas! And may each of you have your heart's wish on Christmas morning.*

*Very sincerely,*

*WILL C. WOOD,*
*Superintendent of Public Instruction.*

*See Suggestions and Material for Christmas Program in the Schools by Ruth Thompson, in this issue.*

HARR WAGNER PUBLISHING COMPANY
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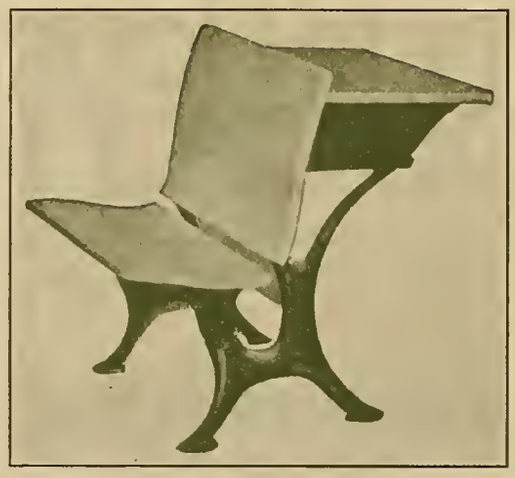

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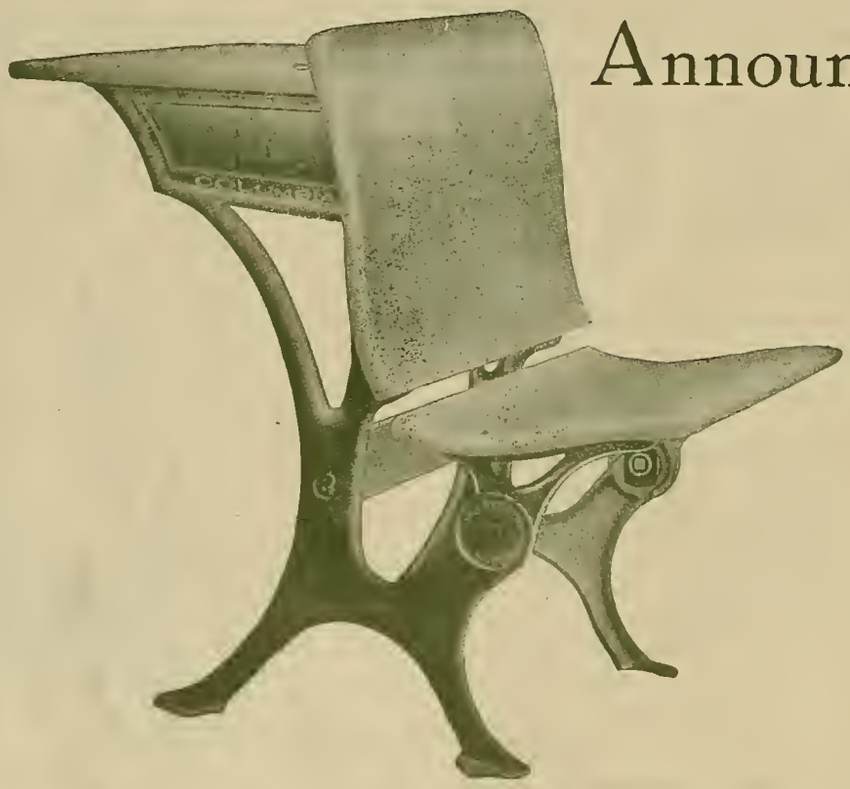

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MEETINGS

Bay Section the California Teachers' Association; Elizabeth Arlett, President, Oakland, Cal.; F. H. Boren, Secretary, Oakland, Cal.

Northern California Teachers' Association; L. F. Faris, President, Marysville, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association; Robt. Teall, Madera, President.

Southern California Teachers' Association. George C. Bush, President, Pasadena; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. Mark Keppel, Los Angeles, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Florence Stahl, President; Jessie Williamson, San Jose, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth B. Phillips, Porterville.

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### MY PEACE SONG

"The night is gone, the day has come;
Peace in its healing wings
Descends upon a weary world;
And oh, how my heart sings!

"The dragging days were all too long,
The nights had leaden wings;
But blessed peace has come again,
And oh, how my heart sings!

"The cruel sea we dreaded once
Now only comfort brings;
It bears our loved ones home again,
My glad heart sings and sings!

"And though my hands are busy still
With tasks and homely things,
My thoughts send out a "welcome home"—
My heart just sings and sings."

—B.

# Suggestions and Material for the Christmas Program in the Schools

By Ruth Thompson

**In accordance with the political code, the following are holidays for public schools in California: Sunday, the first day of January; twelfth day of February, to be known as Lincoln Day; twenty-second day of February, Washington's birthday; thirtieth day of May, Memorial Day; Fourth of July; ninth day of September, Admission Day; twelfth day of October, Columbus Day; twenty-fifth day of December, Christmas Day; eleventh day of November, Armistice Day; last Thursday in November, Thanksgiving Day; and every day appointed by the President of the United States or by the Governor of California as a public, fast, thanksgiving or holiday. SCHOOLS MUST REMAIN IN SESSION AND GIVE EXERCISES ON ALL OTHER LEGAL HOLIDAYS.**

## THE SIGNIFICANCE OF CHRISTMAS

Christmas is a religious festival held yearly on December 25 in memory of the birth of Christ. The name probably comes from the order that was given for saying mass—Christ-mass, for the sins of the people on the day commemorating the Savior's birth.

Christmas means many things to us as we make merry each year. It is a sacred holiday that the poor and the rich, the high and the low, the adults and the children, can all enjoy. We hang up our stockings for Santa Claus to visit us and bring us gifts; we exchange gifts with those we love; we attend a religious service; we have a Christmas tree hung with symbols and gifts; we decorate our homes and churches with Christmas greens; we have turkey, young pig, mince pies and plum puddings to eat. Christmas is our most joyous and festive holiday of all the year.

We get most of our customs and pleasant usages of Christmas from people of the centuries past who long years before Christ was born celebrated a holiday every year. Christmas with its modern meaning was first celebrated in the second century of our era.

The pagans worshiped the sun because it gave them light and heat and, therefore, life. They held festivals in honor of the sun in the winter, some time near the shortest day of the year in the month we call December. After the shortest day of the year the sun rises higher in the sky, the days are longer therefore, and the heat and light are increased. This life-giving power was a source of wonder and worship to the heathens, for they attributed all the good things they had in life to the sun. To them it was, indeed, a god. The holiday held by the sun-worshipers was called Saturnalia, and Romans and their slaves feasted, gave gifts and decorated their homes with greens.

People in northern Europe burned great logs of wood in honor of their gods, Odin and Thor. They sacrificed men and cattle to them. It is from this custom that the people of the British Isles derived their custom of burning their yuletide logs.

When Christ was born the true Christmas spirit of universal love was spread over the world. An old legend tells us that "the sun leaped in the heavens and the stars around it danced. A peace came over mountain and forest. Even the rotten stumps stood straight and healthy on the green hillside. The grass was beflowered with open blossoms, incense sweet as myrrh pervaded upland and forest, birds sang on the mountain top and all gave thanks to the great God."

The Three Wise Men rode out of the east to the Mother and Child bearing with them gifts of gold, frankincense and myrrh for the babe in Bethlehem. So the spirit of giving on the day of the birth of the Christ Child was begun in fellowship and love. Christianity took over some of the heathen forms of worship. The old customs were continued, but they now had significance and their spirit was changed to the spirit of love. Today we cling to them and associate them closely with Christmas Day.

The exact date of Christ's birth has not been recorded, but December 25 was finally settled upon as the day to observe.

One legend of Christmas Eve is that the Christ Child wanders over the world on that night. On His little shoulders is strapped a bundle of evergreens. Through storm and sleet, over mountain and sea, through country and city, to the homes of the poor and the rich alike He is said to come. And sometimes He is said to change His personality and perhaps be a beggar and stop at some house and beg for food, warmth, or a few moments' shelter. Those who wish His coming, and will welcome Him, set in their window a lighted candle, and this helps, too, to guide Him on His way. A superstition arose from this story that a beggar on Christmas Eve might be the Christ testing the benevolence of the home.

People used to believe in stories and legends so much more than they do today. They believed that the bees sang at Christmas time and that the cattle knelt in honor of the manger. They believed, too, that the sheep marched in procession on Christmas Eve commemorating the visit of the angel to the shepherds who "watched their flocks by night" when the angel of the

Lord appeared and told them the glad tidings:

"'Fear not,' said he, for mighty dread
Had seized their troubled mind;
'Glad tidings of great joy I bring
To you and all mankind.

"'To you, in David's town, this day
Is born of David's line
A Saviour, who is Christ the Lord,
The Heavenly Babe you there shall find,

"'And thus shall be the sign
To human view displayed,
All meanly wrapped in swaddling bands,
And in a manger laid.'

"Thus spake the seraph; and forthwith
Appeared a shining throng
Of angels, praising God, and thus
Addressed their joyful song:

"'All glory be to God on high,
And to the earth be peace;
Good will henceforth from heaven to men
Begin and never cease.'"

One historian tells us of being in the forests in Canada during the Christmas season. It was moonlight and through the trees he saw an Indian softly creeping and picking his way, eagerly peering to the right and the left. When asked where he was going, he replied: "Me watch to see deer kneel. Christmas night all deer kneel and look up to Great Spirit."

So we find the people the world over celebrating Christmas and the spirit of universal love through the birth of the Christ Child prevailing. In his poem, "Everywhere Christmas," Phillips Brooks says:

"Everywhere, everywhere, Christmas tonight!
Christmas in lands of the fir tree and pine,
Christmas in lands of the palm tree and vine,
Christmas where snow-peaks stand solemn and white,
Christmas where cornfields lie sunny and bright!
Christmas where children are hopeful and gay,
Christmas where old men are patient and gray,
Christmas where peace like a dove in his flight
Broods o'er brave men in the thick of the fight;
Everywhere, everywhere, Christmas tonight!
For the Christ Child who comes is the master of all;
No palace too great, no cottage too small."

## CHRISTMAS IN DIFFERENT COUNTRIES

All civilized countries today celebrate the Christmas season, according to their national characteristics. Each has its own customs growing out of the past, but to all it has a significance and deep meaning.

"In Norway, they leave a basket—
The queer little girls and boys—
To be filled by good old Santa
With candies and nuts and toys.

"In Holland, a shoe is waiting,
In Germany always a tree;
But the good American stocking
Is the best for you and me."

**England.**—People of the British Isles were quick to seize the idea of Christmas and as the centuries rolled by each one found the growth of new customs. As far back as 878 we can read the history of a Christmas in England, for King Alfred was holding revelry when he was surprised by the Danes. His army was cut to pieces and he himself was a fugitive. He later recovered his army, conquered the Danes and forced them by treaty to accept Christianity. After the conquest Christmas revelries increased in splendor at court as well as among the people. The celebration began December 16 and continued until January 6, or Twelfth Night. Every one joined in the merrymaking and perhaps it is this carefree spirit that has gained the island the name of "Merrie England." So have people become accustomed to the greeting, "Merry Christmas." All classes of people joined in the festivities. The English country gentleman held open house and the home was thronged with tenants and with friends. It was the English who originated many of the customs which we associate with Christmas. The boar's head, the peacock pie, the mince pies, the plum pudding, the yule log, can all be traced to England.

But the backbone of Christmas celebrating in England was broken by the Puritans in the seventeenth century. The Protestants were people who protested against many religious forms of worship. Among other things they protested against the observance of Christmas. The Puritans worked to abolish it and on December 24, 1644, the English Parliament ordered "that no observance shall be had of the twenty-fifth day of December, commonly called Christmas Day; nor any solemnity used or exercised in churches upon that day in respect thereof."

This turned Christmas into a dull and cheerless work day. Many of the Puritans came to America and settled where they could worship as they chose. The English Christmas was revived after twelve years, when English kings ruled again, but not with its old-time vigor. Christmas was observed in churches and families, but the jolly, hearty holiday season of the past was gone. The twelve years of non-observance had done their work. The restoration of the English royalty brought back the observance of Christmas once more, but it was celebrated then, very much as it is now there and in America. Boys and girls in England and America look forward to hanging up their stockings on Christmas Eve for a visit from Santa Claus. They believe he arrives, driving from the north, pulled by reindeer with a pack of toys for the children.

**France.**—In France "Father Christmas" will fill with gifts every wooden shoe he finds awaiting him in front of the fireplace. Christmas carols, Christmas trees, feasts, dancing and giving to the poor, all are a part of the Christmas celebration.

**Germany and Holland.**—The Germans and Dutch celebrate the Christmas season with great heartiness and enjoyment. It is from them we hear first of Kris Kringle and it is to them we owe the association of St. Nicholas with Christmas tide. The Germans make more of the Christmas tree than any other people. Sometimes they have more than one in the home and they take care that every home, so far as they can provide, has its Christmas tree. St. Nicholas Day is December 6. He died in 343 A. D. and very little is known of his life. But through the centuries St. Nicholas has assumed many characteristics until now he is a kindly old fellow that all people love, particularly children. It was the custom in Germany for many years to send a man around impersonating St. Nicholas to see if the children had behaved themselves during the year, and if so to find out what they would like the most of all to have as a Christmas gift. How good the children must have been when they were expecting St. Nicholas to visit them at any time! The Germans are expert toy makers and for Christmas the children always enjoy having toys. These people give freely to the poor at the holiday season and spread good cheer. In the Baltic countries Kris Kringle, who brings the gifts, is supposed to be the Christ Child himself.

**Norway.**—The Norwegians are an hospitable people and at Christmas time they find a good opportunity to exercise this trait. These people offer a pipe of tobacco to their guests and a part of their celebration of Christmas includes the singing of national hymns. Unlike the English, Americans and many other nationalities, the Norwegians have a very simple though hearty meal on Christmas Day. The children hunt for their Christmas gifts which have been hidden in unexpected places.

**Sweden.**—These people are noted for their cleanliness. So we find that one of their ideas in celebrating a holiday is to have a very clean home. Before the season begins the house is thoroughly cleaned in preparation of the festivities. The birds help the Swedes make merry on Christmas Day, for the Swedish people place sheaves of green or corn on poles and erect the poles in the yard so the birds, too, may have a Christmas meal! From this custom many countries now have Christmas trees for the birds. On the tree may be hung bits of fruit, suet, seeds or crumbs.

**Italy.**—Religious services, banquets and gifts feature the Italian Christmas. One of the interesting things people do on Christmas Day is to draw lots from the "urn of fate" and according to the lot they draw, so is the present given to them. Some of the parcels are blank, so it is very exciting to see the result of the draw. There are presents for all, however, which are given later, so the children really need have no fear of being left without a gift.

**Spain and Russia.**—These countries have games, gifts and folk dances with other ceremonies on Christmas Day. In some of the old cities of Spain nativity plays are still performed. Christmas carols are sung in the streets in Russia. Bon fires and fire works add to the excitement and pleasure.

**America.**—We all know how Christmas is celebrated in America with church services, Christmas trees, family reunions, gifts, feasts and decorating the homes with Christmas greens, and of the visits of old Santa Claus, who fills our stockings. But Christmas days have some historical significance to us in America.

Columbus entered the port of Bohio in the Island of Hayti on St. Nicholas Day, December 6, 1492. In honor of the day he called the port St. Nicholas. Columbus and his crew were the first white people to spend Christmas on this continent. The men on the Santa Maria and the Pinta had been looking for rich mines, of which they had heard. Christmas Eve came and a tired group of men were on the ships. As the sea was smooth and there was little wind, the men asked a young lad to keep watch while they retired for some rest. This boy is said to be the first Christian boy to spend Christmas on this continent, but it was an unfortunate Christmas for him. The ship struck on a sand bank and settled. It was a complete wreck. The

crew escaped injury, but they were stranded on the island. Later the fortress of Navidad was built of the ship's timbers, which were saved from the sea on Christmas Day by Columbus, his men and some of the natives of the island. A native chief, Guacanagari, entertained Columbus on Christmas Day at a banquet, and we are told that at the feast the chief's clothing consisted of a shirt, a pair of gloves Columbus had given him, and a golden coronet on his head. This must have been a striking costume for a Christmas feast, but we have not made this dress a national costume for the Christmas season.

The year 1607, Captain John Smith of the Jamestown settlement spent Christmas with the Powhaten Indians, for the had been captured by them.

The Pilgrims began the building of their new homes in New England on Christmas Day in 1620.

In 1776 Washington crossed the Delaware and surprised and captured nearly 1000 Hessian soldiers making merry on Christmas night.

Christmas of the year 1776 found all America mourning the death of George Washington.

Peace, after the heartrending battles of the World War, made the Christmas season of 1918 one of deepest joy and significance.

## CHRISTMAS CUSTOMS

**The Chrsitmas Tree.**— The Teutons in celebrating the holiday season began the custom which has come down to us today, the decorating of a fir tree—the Christmas tree, we call it now. When the Teutons decorated the tree it meant to them an honor to the sun, for they thought of it as rising higher and higher in the sky and spreading its light as the spreading and blossoming of a great tree. Lights that twinkle on the Christmas tree are said to mean the flashing lightning in the heavens. The golden apples, nuts and balls represent the sun, moon and stars. The animals hung on the tree imply the sacrifices the early people made to their god.

**The Mistletoe.**—Mistletoe was cut from the sacred oaks in the olden days by the white-robed priests of the Druids, using a golden sickle. The Druids also used holly and laurel, but they held the mistletoe in the greatest reverence because of its mysterious birth. The mistletoe is a parasite and grows out of the branches of some trees. The plant was supposed to have medicinal power, though it has not been found by scientists today to have any value. After cutting the mistletoe it was kept as a charm to keep away witches. It was supposed to enable people not only to see ghosts, but to make them talk. If the mistletoe were hung around the neck it was a charm that would keep the evil spirits away and bring good luck. The superstition was that a maid who was not kissed while under the mistletoe would not have a husband for another year. The mistletoe is not now a shelter for fairies and spirits, but to us it is an emblem of resurrection and immortal hope. We use the green plant with its glistening, wax-like berries for Christmas decoration and it is a source of fun for old and young alike to catch some one standing under the mistletoe.

**The Yule Log.**—England and Scotland more particularly are the countries that have fostered the custom of burning the Yule log. Christmas is often called the Yuletide, particularly by the Scotch and English. The ancient Goths and Saxons called their festival Yule, and it is preserved to us in that name. A few days before Christmas the custom was for those celebrating Christmas together to go out into the forest and choose and cut a large log to burn in the fireplace. The log must not be taken into the hall until it was time to burn it, for that would mean bad luck. If the logs were not large enough to burn through the day, then, too, it meant bad luck through the coming year to the family. Many persons gathered in the ancestral halls of England to celebrate Christmas. While gathering the greens and log they merrily sang songs:

> "Lo, now is come our joyfull'st feast!
> Let every man be jolly,
> Eache room with yvie leaves be drest,
> And every post with holly."

When the log was carried in, each member of the family sat on it in turn, hoping to receive good luck. A piece of the log was left with which to light the next year's log. It must have been a happy sight to see the merrymakers in the dim shadows of the halls of the English ancestral homes on Christmas Eve; to see the festoons of Christmas greens, and to hear the merry voices of the family and guests while:

> "The fire, with well-dried logs supplied,
> Went roaring up the chimney wide."

**The Boar's Head.**—The boar's head in England held the place of honor at the festive board. It was carried in on a large salver by a servant and placed in front of the carver. This stately custom is a reminder of the tale of the student of Queen's College, Oxford, who was attacked by a boar on Christmas Day. The student choked the savage animal with a copy of Aristotle and, cutting off his head, took it home for dinner. The hunt for the boar and the killing has been a great sport in England for many years.

**Mince Pie.**—Mince pie is inevitably a part of the Christmas menu. We are told that it commemorates in its mixture of Oriental ingredients the offerings made to the Christ Child by the Three Wise Men.

**Christmas Cards.**—Sir Henry Cole, an English lord, is said to be the person who originated the sending of cards at Christmas time. He ordered some made and decorated with sprays of mistletoe and holly and Christmas greens, and a Christmas thought was placed thereon. Many people liked the idea and it has grown and spread until numerous cards are exchanged during the Christmas season instead of presents.

**Christmas Carols.**—Ever associated with Christmas is the sweet Christmas music which has come to us from many countries. The spirit of peace and good-will has proved an inspiration to poets and musicians alike and our Christmas songs are the most beautiful of those of any season of the year. For centuries Christmas carols have been a feature of the season and how joyous a thing is the carol when sung by a group of children on Christmas Eve to some invalid or old person who cannot go out to the services, but must have the spirit of the holiday season brought to them! And again the white-robed choir singing the hymns of the birth of the Christ—how beautifully it blends with the feeling of "peace on earth, good will to men." These carols were sung in the old countries for many centuries and they have come to us in all their richness, beauty and appeal.

## STUDY OF A CHRISTMAS PICTURE

## THE SISTINE MADONNA* BY RAPHAEL

The Sistine Madonna, painted by Santi Raphael, an Italian artist of the sixteenth century, is considered one of the greatest pictures of the world. It was painted for an Italian church dedicated to Saint Sixtus in Piacenza, but it now hangs in the Dresden gallery. The value of the picture is estimated at something over $700,000.

This famous and beautiful painting, which is ten feet high and seven feet wide, permitting the figures to be life size, is an ideal Christmas picture. It shows the Holy Mother with the beautiful Christ Child in her arms. Saint Barbara, who was a martyr and had been chosen by the Black Monks as their patron saint, kneels to the right of the picture. Saint Sisto, who was also a martyr, stands to the left, looking up at the Mother and Child. The curtains, drawn aside, are suggestive of a vision, while the halo which sheds a light over the head of the Madonna and the Child, comes from many angel faces. Two cherubs at the foot of the picture gaze up ward with enraptured faces. There are several legends concerning them. One is that while Raphael was painting the picture he took a short trip. While away he saw a mother telling the story of Christ to her little twin boys and they listened to her with such a beautiful expression in their eyes that Raphael had them pose for his painting. Another story is that while Raphael was at work two little boys watched him and he placed them in the picture at the feet of the Madonna. A third story tells us that when falling asleep one night with his mind on his work, the great artist saw two little cherubs leaning on the footboard of his bed, in his dreams, and he used the dream in his famous picture. Some people say that the picture was completed without the cherubs but that when it was on exhibition two pretty boys leaned over the rail to admire it. Raphael was so struck with their expression that he took his picture again and painted in the boys.

The picture is beautiful in coloring. The curtains are green. The Madonna is robed in delicate crimson with a border of gold and drape of blue. Her headdress is a soft gray. A dull green tunic with yellow sleeves and a red scarf is the dress of Saint Barbara, while Saint Sisto is clothed in white with a mantle of gold brocade lined with red.

* Write Perry Picture Company, 7 Malden, Mass., for reprints of Sistine Madonna. See page 19.

The Sistine Madonna is the last picture that Raphael completed. He was thirty-six years of age and he died at the age of thirty-seven (in the year 1520), leaving a painting, the Transfiguration, unfinished. For two hundred years the Sistine Madonna hung in the little church at Piacenza. It was then sold to August III of Saxony for about $40,000. It was necessary to take it away secretly and a copy was put in its place. Another picture was painted in sepia over the original when it was smuggled into Germany and taken to Dresden. Upon its arrival, the sepia was washed off and Augustus, the ruler, received it in the reception hall of his palace. Later it was placed in its present location, the gallery in Dresden.

Through the bombardment of Dresden by Frederick the Great, the Sistine Madonna was safely housed, for the canons were ordered to keep clear of the picture gallery. Napoleon left it unmolested, although he took many pictures from other galleries to Paris.

Santi Raphael is one of the greatest artists who has ever lived. His pictures will live as long as there are people to preserve them. Many of his paintings hang in the Pope's palace, the Vatican, in Rome. More than one hundred of Raphael's pictures were of the Virgin Mary. One of the Madonnas is housed in the Metropolitan Museum in New York City.

## POEMS FOR MEMORIZING

### CHRISTMAS BELLS

I heard the bells on Christmas Day
Their old, familiar carols play,
And wild and sweet
The words repeat
Of peace on earth, good-will to men!

And thought how, as the day had come,
The belfries of all Christendom
Had rolled along
The unbroken song
Of peace on earth, good-will to men!

Till, ringing, swinging on its way,
The world revolved from night to day
A voice, a chime,
A chant sublime
Of peace on earth, good-will to men!

Then from each black, accursed mouth
The cannon thundered in the south
And with the sound
The carols drowned
Of peace on earth, good-will to men!

It was as if an earthquake rent
The hearth-stones of a continent,
And made forlorn
The households born
Of peace on earth, good-will to men!

And in despair I bowed my head;
"There is no peace on earth," I said;
"For hate is strong
And mocks the song
Of peace on earth, good-will to men!"

Then pealed the bells more loud and deep:
"God is not dead; nor doth He sleep!
The Wrong shall fail,
The Right prevail,
With peace on earth, good-will to men."
—Henry Wadsworth Longfellow.

### THE STAR THAT LED

I lay last night in the bright moonlight,
Looking out at the open sky
And the broad hillside where the great trees stride
Like tall men marching by.

And I thought of the time in that other clime,
Those long, long years ago,
When a beckoning star brought from afar
The wise men, pacing slow.

Across the sands of those eastern lands
The camels pacing came;
And their riders wise with their eager eyes
Followed the great star's flame.

Its gleaming led to that lowly bed
In the town of Bethlehem,
And the wise men felt as they humbly knelt
God's presence over them.

That was long ago, but the stars still know
The eve which bears His name,
And on that night they shine more bright,
As the eve on which He came.
—Harry Noyes Pratt.

### A VISIT FROM ST. NICHOLAS

'Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there;
The children were nestled all snug in their beds,
While visions of sugar-plums danced through their heads;
And mamma in her kerchief, and I in my cap,
Had just settled our brains for a long winter's nap,—
When out on the lawn there arose such a clatter,
I sprang from my bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.
The moon, on the breast of the new-fallen snow,
Gave a luster of midday to objects below;
When what to my wondering eyes should appear,
But a miniature sleigh and eight tiny reindeer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled and shouted and called them by names:
"Now, Dasher! now, Dancer! now, Prancer and Vixen!
On, Comet! on, Cupid! on, Donder and Blitzen!
To the top of the porch, to the top of the wall!
Now, dash away, dash away, dash away all!"
As dry leaves that before the wild hurricane fly,
When they meet with an obstacle, mount to the sky,
So, up to the house-top the coursers they flew,
With a sleigh full of toys—and St. Nicholas, too.
And then in a twinkling I heard on the roof
The prancing and pawing of each little hoof;
As I drew in my head and was turning around,
Down the chimney St. Nicholas came with a bound.
He was dressed all in fur from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of toys he had flung on his back,
And he looked like a peddler just opening his pack.
His eyes, how they twinkled! his dimples, how merry!
His cheeks were like roses, his nose like a cherry;
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as the snow.
The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath.
He had a broad face, and a little round belly
That shook, when he laughed, like a bowl full of jelly.
He was chubby and plump—a right jolly old elf—
And I laughed when I saw him, in spite of myself.
A wink of his eye and a twist of his head
Soon gave me to know I had nothing to dread.
He spoke not a word but went straight to his work,
And filled all the stockings; then turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose.
He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle;
But I heard him exclaim, ere he drove out of sight:
"Merry Christmas to all, and to all a good-night!"
—Clement C. Moore.

### CHRISTMAS IN THE OLDEN TIME

On Christmas-eve the bells were rung;
The damsel donner her kirtle sheen;
The hall was dressed with holly green;
Forth to the wood did merry men go,
To gather in the mistletoe.
Thus opened wide the baron's hall
To vassal, tenant, serf and all;
Power laid his rod of rule aside
And ceremony doffed his pride.
The heir, with roses in his shoes,
That night might village partner choose;
The lord, unquestioning, share
The vulgar game of "Post and Pair".
All hailed, with uncontrolled delight,
And general voice, the happy night
That to the cottage, as the crown,
Brought tidings of salvation down.

The fire, with well-dried logs supplied,
Went roaring up the chimney wide;
The huge hall-table's oaken face,
Scrubbed till it shone, the day to grace,
Bore then upon its massive board
No mark to part the squire and lord.
Then was brought in the lusty brawn
By old blue-coated serving man;
Then the grim boar's head frowned on high,
Crested with bays and rosemary.
Well can the green-garbed ranger tell
How, when and where the monster fell;
What dogs before his death he tore,
And all the baitings of the boar.
The wassal round, in good brown bowls,
Garnished with ribbons, blithely trowls.
There the huge sirloin reeked: hard by
Plum-porridge stood, and Christmas pye;
Nor failed old Scotland to produce,
At such high-tide, her savory goose.

Then came the merrymakers in,
And carols roared with bithesome din.
If unmelodious was the song,
It was a hearty note, and strong;
Who lists may in their murmuring see
Traces of ancient mystery;
White shirts supplied the masquerade,
And smutted cheeks the visors made;
But O, what maskers richly dight,
Can boast of bosoms half so light!
England was "Merry England" when
Old Christmas brought his sports again;
'Twas Christmas broached the mightiest ale,
'Twas Christmas told the merriest tale;
A Christmas gambol oft would cheer
The poor man's heart through half the year.
—Walter Scott.

### CHRISTMAS

Once in Royal David's city
Stood a lowly cattle shed,
Where a mother laid her baby
In a manger for His bed.
Mary was that mother mild,
Jesus Christ that little child.

He came down to earth from Heaven,
Who is God and Lord of all.
And His shelter was a stable,
And his cradle was a stall
With the poor and mean and lowly,
Lived on earth our Saviour Holy.

And our eyes at last shall see Him
Through His own redeeming love,
For that child so dear and gentle,
Is our Lord in Heaven above;
And He leads His children on
To the place where He is gone.

Not in that poor, lowly stable,
With the oxen standing by;
We shall see him; but in Heaven,
Set at God's right hand on high,
When like stars, His children crowned
All in white, shall wait around.—Anon.

### CHRISTMAS IN THE HEART

"It is Christmas in the Mansion,
Yule-log fires and silken frocks;
It is Christmas in the Cottage,
Mothers filling little socks.

"It is Christmas on the Highway,
In the thronging, busy mart;
But the dearest, truest Christmas
Is the Christmas in the Heart."—Anon

### CHRISTMAS BELLS

Beautiful bells of Christmas
Ring in the belfrey, ring!
In Bethlehem's lowly manger
Slumbers a little King.

Beautiful bells of Christmas,
Chime on the air again,
This is your blessed message,
Peace and good-will to men.

Beautiful bells of Christmas,
Scatter the news afar,
The light of the world is promised
In Bethlehem's blazing star.
—Susie M. Best

### CHRISTMASTIDE

"The time draws near the birth of Christ,
The moon is hid; the night is still;
The Christmas bells from hill to hill
Answer each other in the mist."

"We ring the bells, and we raise the strain,
We hang up garlands everywhere,
And bid the tapers twinkle fair,
And feast and frolic—and then we go
Back to the same old lives again."
—Susan Cooledge.

Soon, over half the earth,
In every temple, crowds shall kneel again
To celebrate His birth,
Who brought the message of good-will to men,
And bursts of joyous song
Shall shake the roof above the prostrate throng.
—Bryant.

Heap on more wood!—the wind is chill,
But let it whistle as it will,
We'll keep our Christmas merry still;
Each age has deem'd the new-born year
The fittest time for festal cheer.
—Walter Scott.

When bells of Christmas ring,
Joyous and clear,
Speak only happy words,
All love and cheer.
—Emilie Poulsson

There's a song in the air,
There's a star in the sky,
There's a mother's deep prayer
And a baby's low cry,
And the star rains its fire
While the beautiful sing
And the manger of Bethlehem
Cradles a king. —Herrick.

"God rest ye, little children;
Let nothing you affright,
For Jesus Christ, your Savior,
Was born this happy night;
Along the hills of Galilee
The white flocks sleeping lay,
When Christ, the child of Narazeth,
Was born on Christmas Day.
—Dinah Maria Mulock.

### CHRISTMAS DAY

Hark! the herald angels sing
Glory to the new-born king!
Peace on earth and mercy mild,
God and sinners reconciled.

Joyful all ye nations rise,
Join the triumph of the skies,
With the angelic host proclaim
Christ is born in Bethlehem!

Hail the heaven-born Prince of Peace!
Hail the Sun of righteousness!
Light and life to all He brings,
Risen with healing in his wings.

Mild, He lays His glory by;
Born, that man no more may die,
Born to raise the sons of earth,
Born to give them second birth.
—Charles Wesley.

### HANG UP THE BABY'S STOCKING

Hang up the baby's stocking:
Be sure you don't forget;
The dear little dimpled darling!
She ne'er saw Christmas yet;

But I've told her all about it,
And she opened her big blue eyes,
And I'm sure she understood it—
She looked so funny and wise.

Dear! what a tiny stocking!
It doesn't take much to hold
Such little pink toes as baby's
Away from the frost and cold.

But then for the baby's Christmas
It will never do at all;
Why, Santa wouldn't be looking
For anything half so small.

I know what will do for the baby.
I've thought of the very best plan:
I'll borrow a stocking of Grandma,
The longest that ever I can;

And you'll hang it by mine, dear mother,
Right here in the corner, so!
And write a letter to Santa,
And fasten it on to the toe.

Write, "This is the baby's stocking
That hangs in the corner here;
You never have seen her, Santa,
For she only came this year;

"But she's just the blessedest baby!
And now, before you go,
Just cram her stocking with goodies
From the top clean down to the toe."

NOTE: A Christmas exercise suggested for the school room is the costuming of children in the clothes of other lands. One child falls asleep in front of the fireplace on Christmas Eve after hanging up her stocking. In her dreams appears in succession a child from different countries, dressed as a child of the land she represents and bearing a gift appropriate of the country from which she arrives. When the gift is presented the donor tells of the Christmas custom in her land. When all the gifts have been presented the sleeping child awakens at the sound of a carol in the distance of "Silent night, Holy night."

## SCHOOL CHIEF SAYS PRESS BULWARK OF EDUCATIONAL SYSTEM

Washington.— Extension of the educational influence of the press has been advocated by John J. Tigert, commissioner, United States Bureau of Education, as a means of safeguarding the school system of the nation. In an interview with a representative of the American Publishing Conference here recently, Dr. Tigert declared his observations on a recent trip throughout the country showed the need for a general public awakening, which may be achieved only through the instructive character of newspapers and magazines. He paid tribute to the press as one of the most useful instruments of the human race in the acquisition and dissemination of knowledge.

The commissioner stated that the enlightened press of today is a necessary force in moulding minds and manners of young citizens because publications are an invaluable asset to education in building up respect and reverence for law and government.

Dr. Tigert has been advised that his appeal to the press of the country for its support cannot achieve its full response until there has been a reduction in postal charges on second-class matter originally imposed as a war revenue measure. The publishers insist that their activities in promoting education are handicapped by these discriminatory taxes on reading matter.

Describing the helpfulness of newspapers and magazines, the Federal commissioner of education said:

"There is no single factor that can do so much for the promotion of public education in the United States as can the press of the country. I have just returned from an extensive trip through several of the far Western States and I have been telling the people of those States that what is most needed today is not larger salaries for teachers, or more consolidated schools, or longer school terms in the rural districts, or better school buildings and equipment, but an enlightened public consciousness of our educational system.

"There is evident in some places a reactionary tendency regarding our schools and the only way in which this case can be successfully fought is through a general public awakening and understanding as to what our public schools really mean to our American democracy. The press can render inestimabe service to the cause of public education if it will take an active interest in educational matters.

"There can be no 'liver' topic for newspaper or magazine than that which affects the future life of the twenty-seven million boys and girls in America. When it is remembered that last year far more was spent on cigars and cigarettes than on public education, and nearly as much on paints and powders, it is evident that the public schools of this country are not quite so expensive a luxury as some of its critics would like to make out. Surely, the welfare of our children is not dear at this price.

"With the aid of the limelight of the press it will be much easier to overcome the difficulties that will exist in many parts of this country in the way of giving to every American boy and girl such opportunities for that kind of degree of education that will best fit him or her for a life of greatest usefulness in our great democracy."

## THE 500-WORD ESSAY THAT SENT MISS MAY H. PRENTICE TO EUROPE

### The Practical Educational Value of Compton's Pictured Encyclopedia

Have you thought of looking for charm in an encyclopedia?

If you have not,—and I think you have not,—a new experience awaits you in examining the remarkable eight volumes of **Compton's Pictured Encyclopedia.** This quality is the bloom on its legion of other virtues.

It possesses many, among them great scope, being really an encyclopedia. Seemingly no interest of childhood or youth has been neglected. Civics, history, stories, literature, nature-study, industry, science, geography, ethics, hygiene, games, sports, inventions, curious facts, famous people, all and more are given room. Enrichment of the course of study is easy with these four thousand beautiful pages of immediately available material at hand.

Is it authoritative? In this regard the Pictured Encyclopedia might almost be called the children's Britannica. Note Anna Botsford Comstock for nature study, John Merle Coulter for botany, Sir Robert Laird Borden for Canada, William Lyon Phelps for Amerciain literature, Samuel Bannister Harding for history, and all of the hundred or so notable editors and contributors.

#### Old Style Encyclopedias Superseded

It may be taken for granted that the presentation of any subject by these writers is in model and delightful English, clear and attractive.

But even all this, if cast into the mold of the old-style, small-printed, long paragraphed sameness of the typical encyclopedia, would lose much of its appeal. Fortunately, the mind of the adept teacher and the skilled psychologist shine out in their unique features of the book as published.

From the first of these the Pictured Encyclopedia derives its name. Pictures, of course, are not unusual, but these are. Never, I think, were pictures more purposefully chosen. Their teaching value equals that of the text, and the two re-enforce each other. Many of the pictures are beautiful, some of them in colors, some are photographic; some are only diagrammatic. Observing their fitness and force, it is interesting to know that of a collection of a half million these are the select survivors.

#### The Genius of Compton's

The second feature shows a stroke of genius. Its principle is: Do not make things interesting, but bring out the inherent interest. Note how cleverly this is done. Accompanying the alphabetically arranged title, sometimes uninteresting, often goes another, descriptive, illuminative, as (1) "Agriculture", (2) "How the Farmer Feeds the World"; or (1) "Jones John Paul", (2) "John Paul Jones, Born Fighter"; or (1) "Indians", (2) "Little Eagle Heart and His Sister Laughing Water".

Each volume opens with another plan of allurement of a similar kind, a partial table of contents of the volume, arranged under classified heads, as "High Lights in History's Pageant", "Tales for the Story Hour", "Some Famous Men and Women", "Sports and Games and Other Worth-while Things to Do". This incomplete table of contents is like an invitation to a feast.

The easy Fact-Reference Index in the eighth volume is the third and crowning achievement. It is a compressed encyclopedia, biographical dictionary, gazetteer, vocabulary and compendium rolled into one. It will be in constant use in any school, home or library it enters. But so also will the whole work. Interesting, inclusive, authoritative, indispensable—these are the words which fitly characterize it.

## HOW A WALK THROUGH THE RAIN LED TO A TRIP TO EUROPE

On the evening of April 10, 1922, it was raining in Kent, Ohio. Nevertheless, Miss May H. Prentice, Director of Elemenary Training of the Teachers' College, insisted upon walking down to the railway station. She took with her a small boy, dragging a toy express wagon. Together they loaded the wagon with a newly arrived bundle and pulled it home through the downpour.

That trip through the rain in Kent, Ohio, was the first stage of a journey which Miss Prentice will probably remember as long as she lives, for before it was over she had been to England, Scotland, France, Belgium, Germany, Holland and Switzerland, and had realized one of her keenest ambitions.

This is the way it happened: Miss Prentice had noticed in several of the country's educational journals the first announcement, by F. E. Compton & Company, 58 East Washington street, Chicago, of one of America's most ambitious publishing ventures, the publication of a new kind of encyclopedia, which had been named "Compton's Pictured Encyclopedia". In their publicity they advertised a free trip to Europe to the member of the N. E. A. who should write the best exposition of the practical educational value of this new encyclopedia, which was as yet to be tried and tested. The final judgment was to rest with W. C. Bagley, Professor of Education, Teachers' College, Columbia University; Marion L. Burton, President of the University of Michigan; and Mr. H. B. Wilson, Superintendent of Schools, at Berkeley, California.

#### A Momentous Investigation

Miss Prentice, like hundreds of other members of the N. E. A., saw in this advertisement a possible realization of a long cherished desire, but according to Miss Prentice, and as would be expected in a woman of her unselfish ambition, she also saw an acquaintance with possibly the publication for which she had long realized a great need—a publication the educational world had been waiting for. She accordingly enrolled in the contest with other instructors, superintendents, principals and teachers, requesting that a set be sent for examination, and the subsequent writing of an essay.

The delivery of the set was delayed, hence her eagerness to get it just as soon as she received notice of its arrival on that rainy night described above. According to Miss Prentice, from the time she opened the first volume at random, her interest was captured. As she went further into it, looking up subjects she did know and others with which she was not so familiar, she became more enthusiastic and more thoroughly convinced that here was a publication for which she had been wishing but had scarcely hoped would be produced. With her appreciation of the work her enthusiasm grew and out of her enthusiasm sprang the conviction that at last the problem of the right kind of material to supplement our modern educational methods had been solved. The teaching instinct, which had made her so successful in the art of guiding the studies and practices of students in elementary teaching, gave her such a keen insight into the character and practicability of this new encyclopedia; made so refreshing her characterization of its special attractions; so impelling its application and its use to the needs of teachers and students, that the judges of the contest awarded her the first prize.

A $1000 check and a suggested itinerary for her trip through Europe came with the announcement of the winners.

#### The Prizes Are Awarded

One of her fellow teachers writes the publishers: "If you had scoured the country over for a progressive teacher whose whole vision and achievement would enable her to judge the practical educational value of such a meritorious work and one worthy of such a prize, you could not have selected any one so able or so worthy as Miss Prentice." The faculty of Kent, Ohio, State Teachers' College and the 2,500 students of the summer session, with whom Miss Prentice is a universal favorite, rejoiced exceedingly in her good fortune.

We wish to extend our congratulations to Miss Prentice and our compliments to the publishers. It should be mentioned that two other prizes in this contest, one a $500 trip to Alaska and another a $250 trip to any one of our National Parks, were awarded, the former to Thomas C. Blaisdell, Dean of the Normal School, Slippery Rock, Pennsylvania, and the other to Dr. George E. Smith, Deputy Superintendent, Buffalo, New York. In addition to these three major prizes, there were 100 other prizes of a set of the new encyclopedia to each.

On another page is published Miss Prentice's essay. She has promised the publishers an account of her trip after her return; also some pictures taken during the trip. We look forward to this account and hope to be able to publish it in these columns some time in the near future.

## ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, OCTOBER 2-7, 1922

The State Board of Education met in regular quarterly session in Sacramento, October 2, 1922.

The report of the committee appointed to investigate the approved list of high school textbooks in history with reference to historical errors of fact and interpretation was ordered printed in an edition of 1500 copies, in the form of a bulletin.

A report of the Los Angeles county board of education relating to the case of Ray E. Chas and other evidence on file were considered and the following resolution was adopted:

"Whereas Los Angeles county board of education, after hearing all evidence in the case against Ray E. Chase, as requested by this board, has recommended that the credential of said Ray E. Chase be revoked for immoral conduct and evident unfitness for teaching, and

"Whereas, said Ray E. Chase holds a state high school credential issued by this board August 5, 1905, and

"Whereas this board, before charges were filed, had voted to grant said Ray E. Chase a life diploma of high school grade,

"Resolved, That the state high school credential held by said Ray E. Chase be and the same is hereby revoked and that the life diploma heretofore voted to said Ray E. Chase, but undelivered, be cancelled and the action granting said life diploma be rescinded."

Mrs. Margaret S. McNaught tendered her resignation as commissioner of elementary schools. Following expressions of appreciation of Mrs. McNaught's services covering her term of office by President Clarke and other members of the board, Mrs. McNaught's resignation was accepted.

The kindergarten-primary course of study prepared by Miss Katherine McLaughlin for the board was ordered printed.

In reference to the call for bids for Studies in English, the following resolution was adopted:

"Whereas the number of children attending the elementary schools of the state has increased greatly during the last year and gives promise of even greater growth on account of the rapidly increasing population of the state, thus increasing the annual expense for free textbooks beyond the amount heretofore estimated for the next biennial period, and

"Whereas the present state series language texts have been in use for a period of four years and other textbooks for which bids have been requested have been in use for a much longer period,

"Resolved, That the executive secretary be instructed to inform all textbook publishers that the call for bids for language texts heretofore sent out is recalled."

The selling price of the Book of Maps was fixed as follows, f. o. b. Sacramento: 16 cents; postpaid, 20 cents.

The board authorized the printing of the bulletin "Programs of Physical Training Activities in Rural Schools," prepared by the physical education department.

The list of reappointments and new appointments to the faculties of the state teachers' colleges was approved.

The following resolution was adopted:

Resolved, That the rules of the State Board of Education concerning attendance on junior college courses be made applicable to junior colleges.

The minimum standards that must be met by the state teachers' colleges for authorization to grant degree of Bachelor of Arts were approved, as recommended by the cabinet.

The following resolution was adopted:

Resolved, That the State Board of Education establish general standards governing the authorization to grant degrees with majors in administration, supervision and child adjustment, education, etc, when it appears that one or more of the state teachers' colleges may be able to qualify in the same.

### Retirement Salary Business

Five Hundred Dollars per Annum—Ella Saxton Alden, Corona; Emma J. Barber, San Francisco; Walter A. Doron, Eagle Rock; Mrs. Jennie H. Erkson, San Mateo; Rebecca Fox, Oakland; Sarah Fox, Oakland; Elizabeth Graham, San Francisco; Jessie C. Grow, Los Angeles; Mrs. Florence L. Hawes, San Francisco; Belle L. Macdonald, San Francisco; Wm. Henry McIlmoil, Upland; Carl H. Nielson, Vallejo; Amos W. Plummer, Los Angeles; Anna Stevens Porter, San Diego; Mrs. Emma E. Price, Redding; Elizabeth J. Smith, Sacramento.

Under Section 14 of the Law—Hester E. Adamson, Visalia; Ada L. Bistorious, Oakland; Isabel Evans, Berkeley; Florence Linnell, Chicago, Ill.

Refunds of erroneous salary deductions, amounting to $67, were granted.

The board adjourned to meet in Oakland with the convention of county and city superintendents, November 20, 1922.

Will C. Wood, Secretary.


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### DICKENS IN CAMP*

Above the pines the moon was slowly drifting,
The river sang below;
The dim Sierras, far beyond, uplifting
Their minarets of snow.

The roaring camp-fire, with rude humor, painted
The ruddy tints of health
On haggard face and form that drooped and fainted
In the fierce race for wealth;

Till one arose, and from his pack's scant treasure
A hoarded volume drew,
And cards were dropped from hands of listless leisure
To hear the tale anew;

And then, while round them shadows gathered faster,
And as the firelight fell,
He read aloud the book wherein the Master
Had writ of "Little Nell."

Perhaps 'twas boyish fancy—for the reader
Was youngest of them all—
But, as he read, from clustering pine and cedar
A silence seemed to fall;

The fir-trees, gathering closer in the shadows,
Listened in every spray,
While the whole camp, with "Nell" on English meadows,
Wandered and lost their way.

And so in mountain solitudes—o'ertaken
As by some spell divine—
Their cares dropped from them like the needles shaken
From out the gusty pine.

Lost is that camp, and wasted all its fire;
And who wrought that spell?—
Ah, towering pine and stately Kentish spire,
Ye have one tale to tell!

Lost is that camp, but let its fragrant story
Blend with the breath that thrills
With hop-vines' incense all the pensive glory
That fills the Kentish hills.

And on that grave where English oak and holly
And laurel wreaths intwine,
Deem it not all a too presumptuous folly—
This spray of Western pine.—Bret Harte.

*Reprinted at request of teachers of Inyo County, California.—Editor.

## TWO GEOGRAPHICAL PLAYS

By Emily Stevens Smith

These little plays, or games, may be used as review tests or as assigned lessons. Both are arranged for a California seventh grade, but can be changed readily to fit the need of any locality or class. Write the names of all the characters on slips of paper and distribute. A convenient plan is to have slips of two colors, one for the boys and the other for the girls. Have two copies of the play, giving one to each of the pupils having the written part and let them read from the papers. The other pupils recite their parts extemporaneously, the teacher having explained what is expected. The readers' parts are designated Boy and Girl, rather than title, it having been proven that this is more easily followed by children.

### Of Value

Featuring the products of the tropical regions of South America.

Characters:

Boys: Tropical region, rubber, cocoa, quinine, cabinet-woods, sugar-cane, Brazil nuts, cotton.

Girls: California, coffee, sarsaparilla, dyewoods, tapioca, vanilla, balsa-wood, ivory-nuts.

Readers: Tropical regions, California.

Directions to pupils:

About your topic, tell how it is grown, harvested, marketed and used.

**Boy:** Mrs. California, what is all this talk I hear of efficiency, non-efficiency, economic improvement and things of that sort?

**Girl:** You must know, Mr. Tropical Region, that the world is beginning to learn that it is unwise to allow useless things to take the time and place of useful ones.

**Boy:** And do people insinuate that I am useless?

**Girl:** I do not want to hurt your feelings, Mr. Tropical Region, but since you have asked me, I will be quite frank and tell you that lately there has been a great deal of discussion as to whether or not you are of any real value.

**Boy:** What! Real value! Mrs. California, I am astonished at you! Why, how could the world do without me?

**Girl:** That is just the point, Mr. Tropical Region. The world thinks it could do very well without you.

**Boy:** And my people? Could they do without me and my people? My good people who travel about, welcome in all parts of the world, but whose homes must be with me. Why, you yourself, Mrs. California, despite your own wonderful citizens, find mine most useful. Useless indeed! I think that I can prove otherwise.

**Girl:** I would be glad to have you do so, Mr. Tropical Region, I am sure.

**Boy:** I will and now. My people can tell their stories and you will see that you are wrong. Come here, Mrs. Coffee, and tell us of what use you are.

**Coffee:**

**Girl:** Yes, Mrs. Coffee, the world does like and need you, but couldn't you live just as well with me?

**Coffee:**

**Girl:** That is very interesting... Will you tell me just where and how you do live?

**Coffee:**

**Girl:** She is a useful person, Mr. Tropical Regions, I'll admit. And you say that you have other citizens like her?

**Boy:** Yes, many, and everyone just as interesting. Mr. Cacas, suppose you tell Mrs. California all about yourself.

**Cacas:**

**Girl:** We like you, too, Mrs. Cacas, especially the children. I am sure that they never would agree to do without you.

**Boy:** The children like Miss Vanilla, also. Miss Vanilla, come here and speak for yourself. Don't forget any of your uses nor how you live.

**Vanilla:**

**Boy:** Mr. Cotton, you are very necessary to the world. Just tell Mrs. California how it is.

**Cotton:**

**Girl:** But he could live with me, I am sure, Mr. Tropical Region.

**Boy:** Yes, he is such a useful person that he has traveled a great deal and makes himself at home in many places, but he cannot abide cold weather and the least frost overcomes him. Indeed, he is far better off with me. So is Mr. Sugar-cane, though he, too, has traveled much. Mr. Sugar-cane, tell us of your life here.

**Sugar-cane:**

**Boy:** Mrs. Tapioca, perhaps you can convince Mrs. California of our value.

**Tapioca:**

**Boy:** Mr. Quinine, what have you to say?

**Quinine:**

**Boy:** Would your doctor be willing to do without him, Mrs. California?

**Girl:** No, Mr. Tropical Region, I am sure they would not.

**Boy:** And here is another the doctors often find a use for, Mrs. Sarsaparilla.

**Sarsaparilla:**

**Boy:** There are two members of the Forest family that I should like you to hear, Mr. Cabinet-wood and his sister, Miss Dyewoods. Mr. Cabinet-woods, will you speak first, please.

**Cabinet-woods:**

**Boy:** And now you, Miss Dyewoods.

**Dyewoods:**

**Boy:** Miss Ivory-nuts, I am sure you can interest Mrs. California.

**Ivory-nuts:**

**Boy:** Mr. Brazil-nuts, what about you?

**Brazil-nuts:**

**Boy:** Miss Balsa-wood, just tell Mrs. California why it is that you cannot live anywhere but with me.

**Balsa-wood:**

**Girl:** Miss Balsa-wood, please tell me what work you do.

**Balsa-wood:**

**Boy:** I think that you will find that you need her, too. Now, Mr. Rubber, I really wonder what the world would do without you. Come, tell how you live and why we think so much of you.

**Rubber:**

**Boy:** Yes, indeed, a pretty time they would have without you, I am sure. Mrs California, what do you think now? Could you and the rest of the world get along without us?

**Girl:** You have convinced me, Mr. Tropical Region. I am sure we could not. I am ashamed of my former hasty judgment and I hope that you and your good people will forgive me.

**Boy:** I do, Mrs. California, and I am sure that they do, also, but we beg that you will come to our aid whenever again you hear us maligned. Good-bye.

### The Christmas Dinner

Featuring the food products of the dependencies of the United States and her neighbors.

Characters:

Boys: Uncle Sam, Alaska, Mexico, Porto Rico, Samoa, Central America, Philippine Islands.

Girls: Mrs. Uncle Sam, Bermuda, Hawaii, Virgin Islands, Cuba, Canada.

Readers: Uncle Sam, Mrs. Uncle Sam.

Directions to pupils: When Uncle Sam speaks your name, you are to come forward and repeat some food produced in the country you represent, telling how it is obtained and any interesting facts about it. Make your account fit in with the play.

**Girl:** It is time to set the table for our Christmas dinner. Goodness! our family has grown so that I must use my best damask cloth. I use it only on special occasions, for, since Mr. Russia has stopped raising flax, I am not sure when I can get another. Here, Samuel, help me with it. There! that is just right. I was afraid it might be a little short.

**Boy:** The table looks short to me. Will there be room for our neighbors?

**Girl:** Yes, indeed, there will. Do you think I would neglect them at the holiday season? They never would forgive us. But I must get to work. I am so busy, I hardly know which way to turn. Set out the soup-plates, Samuel. Alaska does enjoy a plate

of good hot soup. Poor boy, he always is so cold every winter, I suppose almost anything hot would taste good to him.

**Boy:** Don't I hear someone knocking? Why, yes, it is little Bermuda. Come in, Bermuda, come in.

**Bermuda:**

**Girl:** So kind and thoughtful of you, little neighbor. Now that you are here, will you just slip on this apron and help me with the vegetables. Here, Samuel, put the place cards around and Bermuda, just wash the lettuce. We will have a salad of some kind. The children all love salad.

**Boy:** Didn't I hear Alaska saying something about salad. What was it, Alaska?

**Alaska:**

**Girl:** Why, of course. Thank you, Alaska.

**Boy:** But, Mrs. Samuel, I heard Hawaii saying that she did not like fish salad.

**Girl:** Indeed?.. I suppose she wants her fish raw. I cannot abide such careless ways.

**Boy:** Well, well, it is Christmas and we must please all the children. What salad would you suggest, Hawaii?

**Hawaii:**

**Girl:** Samuel, don't put little Virgin Islands next to Philippines. He always teases the poor child.

**Boy:** Very well, I'll put her here by Cousin Cuba and then she will be all right. Here she is now, herself. Come in, Virgin Islands.

**Virgin Islands:**

**Girl:** Just the thing to season the dressing for the turkey. Put it there on the shelf, Virgin Islands, and hand me that yellow bowl.

**Boy:** What are you mixing there?

**Girl:** The plum pudding. Alaska always expects one and I must get it on to steam.

**Boy:** You always are thinking of Alaska and what he likes.

**Girl:** Why shouldn't I? He is my oldest child, is he not?

**Boy:** To be sure—to be sure. By the way, neighbor Mexico telephoned yesterday to know whether you were going to have ice cream.

**Girl:** Of course we are. Porto Rico, Guam, Canal Zone and all the others would be dreadfully disappointed if we didn't.

**Boy:** I'll just phone him, then, because he wanted to know. But here he comes. Wanted to be sure, I guess. How do you do, Mr. Mexico.

**Mexico:**

**Girl:** Thank you, Mr. Mexico, very much indeed. I couldn't get along without it.

**Boy:** Porto Rico had something for the ice cream, too. What was it, Porto Rico?

**Porto Rico:**

**Girl:** Samuel, the children all like candy. Have you plenty to fill the favor baskets?

**Boy:** No, I haven't... You and the girls will have to make some. Cuba, what was that you said?

**Cuba:**

**Boy:** Samoa, did you suggest something for the candy, too?

**Samoa:**

**Boy:** And Mrs. Canada, you usually have good ideas about such things.

**Canada:**

**Girl:** Thank you, Mrs. Canada. The children will be delighted with the candy. Is the table all set, Samuel?

**Boy:** Just about. But we haven't a centerpiece. What are we going to use? Flowers?

**Girl:** No. I thought a dish of fruit would be pretty.

**Boy:** Why, of course. Just the thing. Can anyone tell me what to put in it? Ah, here is our good neighbor, Central America.

**Central America:**

**Boy:** Fine! But we need other things, too. Canada, can you think of something?

**Canada:**

**Boy:** And you others, help me with this do.

(Each suggests something for the centerpiece.)

**Boy:** Doesn't it look splendid? Here comes Philippines with both hands full. What is it, Philippines? Something for the dinner?

**Philippines:**

**Girl:** All finished! It does look pretty, doesn't it, children?

**Children:** It does. Merry Christmas! Merry Christmas!

Note: If given during the close of the spring term, this would be better called "A Birthday Dinner."

## PUPILS TAKE TO TREES

The following is clipped from an Arbuckle exchange: "Attorney General Webb stirred up a lot of trouble for L. G. Johnson, principal of the local union grammar school, when he gave his recent ruling that trustees could be held responsible for injuries to pupils while at school.

"The local school authorities ordered all swings, slides, teeter boards, rings and bars removed, and as a result the principal spends the recess and noon hours chasing the boys out of the tops of trees surrounding the school."

## EQUIPPING SAMPLE PLAYGROUND IN OAKLAND AUDITORIUM

A fully equipped playground with all school apparatus is installed in the International Health and Safety Exposition, which is open in the Oakland Auditorium until November 27. The playground is fully equipped with both the apparatus ordinarily in use in public playgrounds and that made more especially for home use. The whole equipment is installed with the idea of actual use, being placed out of doors at the south of the main building. A similar installation at a recent fair in Fresno proved one of the most interesting features of the entire exhibition, crowds standing about the enclosure to watch the enjoyment of the children.

Both the Fresno installation and that in Oakland were made by the Patterson-Williams Company of San Jose, the only manufacturers of playground apparatus west of Denver.

Superintendent G. A. Grant has secured for the Fort Jones, Siskiyou county, union high school $1500 for vocational aid.

J. O. Gossett, formerly of Stockton, is the new principal at Weed, Siskiyou county. The principals appointed for the other schools of the county are: R. S. Kinney, Yreka; J. I. Reed, Sisson; R. S. Hicks, McCloud. Miss Tarbox, Montague, and Miss Agnes Theisen, McCloud, are reappointed.


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## A BOOK PUBLISHER HONORED

Secretary Mellon, U. S. Treasurer, has announced that the President had appointed Henry H. Hilton of the firm of Ginn & Co., publishers, Chicago, and William S. Moorhead, member of the law firm of Moorhead & Knox, Pittsburgh, as members of the tax simplification board representing the public.

President Geo. C. Bush of South Pasadena has arranged a wonderful program for the C. T. A. He has secured the most notable list of speakers that ever appeared on a western educational program. Even the N. E. A. in its western meetings has not surpassed his program in the importance of its speakers.

A formal application has been filed with County Superintendent of Schools Wm. H. Hanlon for creation of a school district at Kensington Park, near El Cerrito.

## A CALIFORNIAN ACHIEVES SUCCESS IN MUSIC

Earl Towner, director of music, public schools, Fresno, California, and conductor of the Fresno Symphony Orchestra, is joint author with Ernest Hesser, director of music, public schools, Indianapolis, Indiana, of a Glee and Chorus Book for Male Voices recently published by Silver, Burdett & Company. Forty choruses are included in the work.

The material in this Glee and Chorus Book for Male Voices is surprisingly varied. Many numbers have never appeared before in any collection. Others, which have heretofore been inaccessible to the average glee club because of extremely difficult four-part arrangement, have been especially arranged for three parts. This noteworthy innovation alone will recommend the book to music supervisors throughout the country. The arrangement of material for three parts is as follows:

Tenor (medium range for this voice, touching only occasionally F or G).
Baritone (medium range, suitable also for second tenor).
Bass (medium, occasionally a low G, first line bass staff).
In addition there are:
Unison choruses.
Two-part choruses.
Many four-part choruses, with optional notes in case the tessitura lies too high or too low for immature singers.
There is enough four-part material to meet the needs of experienced glee clubs.
Choruses with solo parts for all voices.

Folk songs, operatic choruses, humorous numbers, and part songs with real "snap and go" in them provide a choice of many complete programs which are commensurate with the dignity of public performance. Patriotic numbers and a few hymns have been included for use of preparatory schools and colleges in morning chapel exercises.

"Program Notes" have been supplied for all the choruses in the collection, an indispensable feature if the book is to form the basis of a course in music appreciation.

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## COUNTY SCHOOLS AT THE COUNTY FAIR

### Interesting Write-up by Miss Ada York, Superintendent of San Diego County Schools, of the Participation of the Schools of the County in the San Diego County Fair

With the swiftness with which all our doings disappear into the past, the County Fair of 1922 is now a matter of record. Everyone agrees that it was a successful fair and everyone personally interested is already looking forward to the fair of 1923. The educational exhibit at the County Fair stirred much interest among the school patrons and the general public. Those who managed the exhibit are making plans for the 1923 showing, not resting on the laurels won in the recent display, but using those laurels as a compelling motive for an exposition next year of wider scope and more general participation.

At the Trustees' Institute held in October, 1921, at the State Teachers' College, the assembled delegates of the school trustees of the county voted to sponsor an exhibit of school work at the San Diego County Fair, accepting the invitation to do so extended by Secretary Landis of the County Fair Board. A committee consisting of the following trustees was appointed by Mr. David Rorick, president of the Trustees' Association:

Mr. A. B. Foster, Lakeside.
Mr. Denver O. Lamb, Fallbrook.
Mr. Dwight Griswold, Valley Center.
Mr. John Wise, Santee.
Mrs. Lena Hussong, East San Diego.
Miss Elizabeth Seay, Ramona.
Mr. William Moeser, Coronado.
Mr. R. C. Allen, Bonita.
Mr. G. R. Ritchie, Santa Ysabel.
Mr. R. E. Smith, National City.
Mr. David Rorick (ex-officio), Oceanside.

Later, this committee met with the county superintendent of schools, the field assistant, Mr. J. G. Imel, and Mr. Landis, executive secretary of the County Farm Bureau. At this conference it was agreed that the best way to conduct the school exhibit was to assign space by high school districts, making the principal of the union high school district the executive of his section. Working with the principals of the elementary schools belonging to the union high school district, there would be concerted effort in the project as a local venture. It was agreed that the fair would give ribbon awards of three classes, the first to count five points; the second, three points, and the third, one point. The ribbon going to the pupils themselves and the points being credited to their school. The Farm Bureau very generously offered a trophy in the form of a loving cup to be awarded the school making the greatest number of points pro rata. This gave the same liberal opportunity to all schools, regardless of size.

Forthwith, the county superintendent's office circularized the schools, making the suggestion that the exhibit be held in mind during the school year and that regular work, not specially prepared for the occasion, be laid aside as county fair display. It was expressly stated that this project was not to be considered an "extra" and made burdensome, but that it was to serve as an incentive for more careful every day work. Some eight classes of exhibits were outlined and leeway left for original contribution in any class not specified.

During the school year, in many of the county schools, there was much interest evidenced in the coming educational exhibit at the County Fair. In others, the proposition, being so "new and all," went by unheeded. Doubtless, this year when the beautiful ribbons, in themselves quite sufficient as rewards of effort, are circulated among the winning schools, the teachers who did not respond to the call will feel the urge, especially if the children hear the news, as children have a way of doing.

Six high school districts entered the contest for the trophy. Twenty-four elementary schools were represented. These schools are as follows:

Escondido Union High School District—Bear Valley, Escondido, Valley Center, Richland.

Julian Union High School District—Julian High, Julian Grammar, Santa Ysabel.

Fallbrook Union High School District—Fallbrook High School, West Fallbrook Grammar School, Tenaja Joint.

Oceanside-Carlsbad Union High School District—Oceanside-Carlsbad High, Oceanside Grammar, Cardiff, Laguna, San Luis Rey, Vista Union.

Grossmont Union High School District—Grossmont High, Allison Spring Valley, El Monte, Lakeside.

Ramona Union High School District—Ramona High, Ramona Grammar.

Sweetwater Union High School District—Chula Vista, National City, Otay, South Bay Union, Sweetwater High.

The loving cup was won by the Sweetwater Union High School District, though they were closely pressed by the Fallbrook Union.)

The judges who awarded the ribbons were Professor F. T. Griffin and Professor W. J. Norton, of the University of California. Both gentlemen were enthusiastic in their appreciation of the art work presented by our schools saying that it would be their pleasure as they went up and down the state to mention the excellence of the exhibit.

Two outstanding facts concerning the display are to be noted. First, the fact that the Farm Bureau and the Fair Board recognize the economic value of the rural school system and believe that it should be encouraged materially to a greater demonstration of worth and efficiency, and second, the gratifying evidence that the San Diego Electric Railway Company realizes that to increase the value of the back country assets is to contribute to the growth of the city proper, this evidence being given in the form of buying for the use of the rural schools two hundred feet of most desirable space, a contribution that cost them several hundred dollars.

The men and women who manage the rural schools, that is to say the school trustees throughout the county, headed by the office of the county superintendent of schools, are feeling that this union of forces by a city corporation and a distinctly rural organization, the Farm Bureau, augurs well for a bigger, better back country, as well as a greater San Diego.

Educationally, the exhibit certainly was worth while. It furnished a motive to the children whose work was shown. It was of value to the parents and the school patrons who had not realized that such a variety of hand work was being taught in the schools outside of the city; and it was of untold benefit to the movement here in San Diego County for a rural school system that shall be second to none and not even inferior in accomplishment to city schools. The slogan is rural schools that shall offer to the country child opportunities and advantages equally valuable to him as the courses of the city school are to the child of the city.

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In the election of November 7th Robert Golway was elected over Miss Anderson in Sacramento county. Henry W. Besac was elected over John R. Williams in San Joaquin county. Eva Holmes was elected in Napa county over Miss Lea Jackson, and J. E. Buckman was elected in Tulare over Elizabeth Noyes. Mrs. Cunningham was elected in Shasta over Jessie Dunn, and Mrs. E. M. Austin was elected by a small majority over Miss Richards in Nevada county.

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John H. Francis, formerly city superintendent of Los Angeles and later city superintendent of Columbus, Ohio, is now principal of the Victorville high school. It is reported that he is regaining his health and his many friends hope that with renewed physical vigor he will again become a strong educational leader.

**PHYSICAL EDUCATION.** Is the twenty-minute period allotted by the majority of our schools for physical training time wasted? Apparently those of our educators who are awake to the prime importance of bodily vigor as a pre-requisite to mental training are of the opinion that "calisthenics" fails to bring about the desired result. The leg and arm muscles are "flexed" a given number of times, more or less perfunctorily, and that ends the physical training for the children, so far as the teacher is concerned.

Do the boys or girls during the period of recreation go through the exercises in calisthenics, or do they rather employ the time in unorganized play? Who has ever seen a child doing these exercises except under compulsion? As a matter of fact, the set exercises as given in the schools are unnatural, having no appeal to the imagination of the child, and—in their inevitable time limitation—of no slightest value in developing the child body. This same criticism applies as well to the unorganized play on and off the school grounds, save that this does have its imaginative appeal and a consequent beneficial mental effect.

The remedy would seem to lie between the two; in properly organized open air recreation, preferably under sympathetic supervision of qualified teachers. To bring this about, however, necessitates a decided change in the mentality of the school world. It must be realized that a well developed body is of primary importance; that mental development should be given second place, and that—this being conceded—the requisites for physical development must be given at least equal place in providing for school equipment.

This change in the attitude of the school world is gradually being brought about, as evidenced in the slowly changing appearance of the school grounds. In almost all of the larger communities of California may now be found clean, smoothly leveled, playgrounds for boys and girls; and at least partly equipped with apparatus for their use. Not as large as they should be, most of these playgrounds, and none of them as completely equipped as they should be; but it is at least the indication of an awakening to the physical demand.

But this is only in part. In the rural communities in particular, where funds for school purposes are limited, the custom is to devote to the provision of playground apparatus only that portion of the school funds not otherwise appropriated. This means in the majority of the communities that the children are given rough, un-leveled grounds with—at most—a few home-made swings for their amusement.

With the present excitement induced by the ruling of Attorney-General Webb, there is a tendency among even larger communities to remove from the school grounds all apparatus of whatsoever nature. The powers that be in one certain wealthy community lying closely adjacent to the city of Oakland have recently, it is understood, ordered the removal of all playground apparatus.

There can be but one result. The children will revert to the streets, which are at least smooth, with a consequent increase in the list of casualties from traffic causes. It is not entirely the desire to "keep down the tax rate" which is the impelling cause behind this retroactive movement; nor is it entirely the instinct of self protection which impels the school boards to do away with such small apparatus as has been installed. Behind it all is that old and moss-grown idea, that school is the place for "book learning," and that alone.

California communities must awake to the fact that only as a child has a well-developed brain in a strong and well co-ordinated body is he fitted to face the duties of his mature years. That school which fails to provide for the physical well-being of its pupils is falling short of its reason for existence.

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## MAWSON EDITORIAL SCHOOL

In medieval times, teaching was an honored calling, ranking next to holy orders; in fact, the two professions were commonly combined. So long as the teacher and the preacher were willing to glory in their poverty and regarded scholarship as sufficient reward in itself, so long was the community willing to accept their own appraisement.

There are still many who think that the honor of teaching the young should not be sullied by money considerations. They agreed that the merchant, the printer, the baker are worthy of their hire, but for the trained men and women to whom they commit their children they not infrequently grudge more than a bare living wage.

Teachers are faced with a serious problem. They love their profession; but the cost of living is a daily challenge to their courage and endurance. To carry on or quit is the question. Many of them, borne up by an eternal optimism, elect to remain. Many dread to leave the known for the unknown. For what other occupation are they fitted? Eternally there lurks the specter of an unsecured old age, when they shall be required to forsake their chosen path because the age limit has been reached.

Next to actual teaching, school teachers are perhaps more familiar with books than with anything else. Most of our best textbooks are written by practical educators; while in the field of letters generally, the teacher plays an important part. All books during the course of publication have to be read by skilled proof-readers. All printed matter must undergo this trained scrutiny.

The growing demand for trained proof-readers and editors has called into being THE MAWSON EDITORIAL SCHOOL, of Cambridge, Massachusetts. This institution undertakes to train proof-readers—though not editors—by correspondence. This is not an ordinary correspondence school. The president of the school is Dr. C. O. S. Mawson, the well-known lexicographer, for many years associate editor of **Webster's International Dictionary,** and other dictionaries of the Webster series published by the G. & C. Merriam Company of Springfield, Massachusetts. Dr. Mawson also revised the Sanskrit and Anglo-Indian terms in the **Century Dictionary,** and was consulting specialist to the late Sir James Murray of the Oxford English Dictionary. He is also the author of the **Geographical Manual and Atlas** published by the Doubledays.

Write for full information to the Mawson Editorial School, 12 Wadsworth street, Cambridge, Mass., for full information.

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# San Francisco on the Educational Map

The San Francisco Board of Education, composed of seven members, Fred Dohrmann, A. I. Esberg, Daniel C. Murphy, Alice Rose Power, Mrs. Maud Mott, F. H. Harris and Mrs. Mary Prag have asked people to place twelve million dollars in the school fund for building purposes. The people have great confidence in the financial and educational integrity of the Board of Education. The teachers and taxpayers believe it is competent to put over a great educational program and to give the city of San Francisco an educational plant that will compare favorably with any city in the country. President Fred Dohrmann in presenting the school situation says:

"We need the $12,000,000 from the proposed bond issue for a rehabilitation and replacement program. We wish it plainly understood that this is different from the annual expansion program. Every year there is an addition of about 2600 children to the school rolls. A normal class should contain not more than thirty-five or forty pupils. That means a demand for the equipof about sixty-five additional classes, or three new schools, every year, which requires an expenditure of from $700,000 to $900,000 annually, and sometimes more, if a high school must be built.

"We should have, then, not less than $1,000,000 a year out of regular taxes for our expansion program.

"Schools already in existence represent an investment of more than $10,000,000. Annual expenditures for upkeep, by an average business calculation, would be 2.5 per cent, or $250,000. There certainly is need of it. At the time of our last rain storm we had twenty-four requests for repairs to keep the water out.

### Need Painting

"There are buildings among our schools that haven't been painted for ten years. On some there are fire escapes that haven't been painted for years, and, though I hate to admit it, I should be fearful for the safety of children forced to use those escapes.

"One school still in use, the Hawthorne, was built in 1868. Sixteen others were built between 1868 and 1890. All these are old-fashioned wooden structures not equipped for modern education, or provided with sufficient playground space. About thirteen more schools, built after the fire of 1906 to replace twenty-nine schools destroyed, were never intended to be more than temporary structures. These thirty should be rebuilt, rehabilitated or replaced.

"Out of the $12,000,000 we want, we plan to use $2,000,000 for additional lands for existing schools and land for moving some schools to new locations where there'll be room for pla.

### Expenditure Explained

"The bond issue means that the city will print $12,000,000 in bonds, not to be sold all at once, and the first bonds not to be sold until the first set of plans is complete. One, one and one-half or two millions would be sold each ear, as needed."

Mayor James Rolph, the entire city administration, are in favor of the bonds. Superintendent Roncovieri, Deputy Superintendent Cloud, Thadeus Rhoades, Miss Bray, Eliza D. Keith, Katherine McGeough, Aaron Altman, E. E. De Bell and Mrs. M. M. FitzGerald are among those speaking and working for the bonds.

## MARIPOSA COUNTY INSTITUTE

Superintendent John L. Dexter of Mariposa county held his institute in the quaint old town of Mariposa October 25, 26 and 27. G. P. Morgan of Tuolumne was present as one of the instructors, and his lively stories, humorous experiences and splendid background as a teacher and superintendent made a great hit with the people. Mrs. Greenwood of Los Angeles gave a series of instructive and entertaining talks on the educational value of music and correlation of musical records with other subjects. Harr Wagner spoke on literature, history and new methods in geography.

Mr. Dexter was not a candidate for reelection. He will retire from the superintendency January 1st to devote himself exclusively to his newspaper duties. He was a popular superintendent and will be greatly missed from the profession.


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### INYO COUNTY

Mrs. M. A. Clarke held her annual institute at Bishop November 1, 2 and 3. There were over sixty teachers present, and many visitors. The instructors were Miss Donzella Cross and Miss Ethel L. Burgett. Miss Cross spoke on music and gave educational demonstrations of Victor records. She is vivacious, intelligent and magnetic and kept the entire institute interested. Miss Burgett gave a series of talks on Mrs. Spencer's Rhythmic Penmanship. The teachers responded and took part in all the exercises. Harr Wagner spoke on Teaching as One of the Fine Arts, on New Geography, and California Literature. The high school, under the leadership of F. E. Howard, rendered some excellent music. Mr. Howard in addition to his other qualifications is a violinist. The people of Bishop and vicinity have just completed a beautiful high school building and Mr. Howard is in charge and is doing efficient work for the community. The institute practically closed twenty years of educational work of Mrs. M. A. Clarke as superintendent. The institute presented her with a beautiful gold watch and a fine brief case, and passed the following resolutions:

"Whereas, We the teachers of Inyo county recognize the sterling service rendered by Mrs. Clarke as superintendent of schools of Inyo county, be it

"Resolved, that we extend a vote of thanks for her loyalty to all of us and for the generous support she has given in the way of advice, appreciation and inspiration; that while we shall greatly miss her, yet wherever she is or in whatever work her inclinations may lead her, we shall know that she yet has Inyo's educational interests at heart; and, be it

"Resolved, that a copy of this resolution be sent to her."

H. P. Allen, Grove Nellen, Luceal Dixon and Owena Crow presented a series of fine resolutions asking for an increase in retirement salaries, a negative vote on 27, and thanking Parent Teachers' Association and others for instruction an entertainment.

Mrs. Clarke has worked unceasingly for better schools, and the fine buildings in Bishop and the various districts throughout the count will remain as a monument to her endeavor, and the fine young men and women who have graduated during her years of service will be her reward. Superintendents with such ability and experience in supervisorial work should be sought by county superintendents who are looking for assistants, rather than for experts on some particular subject. Mrs. Clarke is certainly efficient.

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The convention of city, county and district superintendents under the leadership of Will C. Wood will meet at Oakland November 20, 21, 22, 23 and 24.

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### ACTUAL BUSINESS ENGLISH

Here is a book I would like to put in the hands of every stenographer and private secretary the country over, to answer her own questions and to satisfy "the boss" that his English is not always English as it should be written. Brief, clear and intensely practical, it has a wider field of use than the schools for which it is designed.

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ARROYO GRANDE, San Luis Obispo Co.: Addition to high school.
ARGUS, Sonoma Co.: Cinnabar district adds room.
ALHAMBRA, Los Angeles Co.: For room addition to Ynez grammar school.
ARBUCKLE, Colusa Co.: New building for Johns elementary school.
ARBUCKLE, Colusa Co.: Six classrooms and auditorium. $65,000.
ARCADIA, Los Angeles Co.: Four-room addition to grammar school.
BAKERSFIELD, Kern Co.: Addition to Emerson school for manual training.
BENICIA, Solano Co.: One-story frame gymnasium, to cost $11,000.
BURRELL, Fresno Co.: Additions and alterations to Burrell school.
BOWLES, Fresno Co.: Auditorium. $15,000.
BELL, Los Angeles Co.: Four-room addition to grammar school.
COLMA, San Mateo Co.: $180,000 bond issue for schools carries.
CONCORD, Contra Costa Co.: Mt. Diablo high school, to cost $120,000.
CUDDEBANK, Humboldt Co.: Addition to primary school.
CHICO, Butte Co.: Webster school, four miles north; auditorium, classrooms and library.
COLTON, San Bernardino Co.: Mechanical building, first unit of Colton Union High School, costing $27,980.
CHINO, San Bernardino Co.: Plans preparing for new building.
CLARKSBURG, Yolo Co.: $75,000 union high school, six rooms, auditorium, etc.
COLUSA, Colusa Co.: Plans preparing for proposed new high school.
CRESCENT CITY, Del Norte Co.: High school gymnasium and auditorium.
CUTLER, Tulare Co.: Two-room addition.
DENAIR, Stanislaus Co.: Addition.
ELSINOR, Riverside Co.: Grammar school, cost $18,000.
EUREKA, Humboldt Co.: New Lincoln school.
EL MONTE, Los Angeles Co.: Manual training building for high school, to cost $27,000.
ENTERPRISE, Shasta Co.: Four-room and auditorium, union high school.
EXETER, Tulare Co.: $87,000 grammar school, nine class rooms and auditorium.
FIREBAUGH, Fresno Co.: Garage and shop building.
FRESNO, Fresno Co.: Alameda school district, addition.
FRESNO, Fresno Co.: Pomona school district, addition.
FOLSOM, Sacramento Co.: One-room manual training building.
FORT JONES, Siskiyou Co.: Six-room, auditorium and library union high school, to cost $43,000.
FRESNO, Fresno Co.: Washington union high school, addition.
FULLERTON, Orange Co.: Polytechnic extension to high school.
FRESNO, Fresno Co.: Exeter grammar school district, brick building.
GILROY, Santa Clara Co.: Six-room junior high school and fourteen-room elementary school building.
GILROY, Santa Clara Co.: High school gymnasium, $60,000.
HARDWICK, Kings Co.: King River school district, auditorium and additional classroom.
HUNTINGTON PARK, Los Angeles Co.: $35,000 grammar school at Southgate Gardens, and $90,000 Jewish orphanage.
HIGHLAND PARK, Los Angeles Co.: Group of buildings for So. California Bible College, to cost $200,000.
INGLEWOOD, Los Angeles Co.: Eight-room school building at Inglewood Heights, to cost $40,000.
ISLETON, Sacramento Co.: Addition to Oriental grammar school.
KERMAN, Fresno Co.: New union high school building.
KNIGHTS LANDING, Yolo Co.: Grammar school building, to cost $35,000.
LONG BEACH, Los Angeles Co.: New building for Burnett school; one-story building at Seaside school.
LOS MOLINOS, Tehama Co.: Grammar school building.
LOS ALTOS: Addition to grammar school, to cost $50,000.
LAKEPORT, Lake Co.: Kelseyville union high school, additional building, to cost $13,800.
LOS ANGELES: Dormitory building, three stories, for Harvard Military Academy.
LOS ANGELES: Jefferson high school, mechanical arts building, $32,154; annex building for southern branch, U. of C.; Franklin high school, bleachers and training quarters; plans prepared for Belmont high school, cost $500,000; San Pedro 15th street school, to be rebuilt, $90,000; gymnasium for Los Angeles high school, $77,950; Sawtelle, elementary and junior high school building, with auditorium, costing $72,000.
MADERA, Madera Co.: Manual arts and domestic science building for Lincoln school; two-room building at Austin and South streets, and one-room addition to Pershing school.
MERCED, Merced Co.: $35,000 gymnasium for union high school.
MODESTO, Stanislaus Co.: Junior college buildings, $75,000 for first unit.
MOUNTAIN VIEW, Santa Clara Co.: Union high, to cost $197,000.
MANTECA, San Joaquin Co.: Domestic science building for union high, $13,000.
MARYSVILLE, Yuba Co.: Gymnasium building for union high; remodeling of old frame high school building; manual training building, to cost $8,000.
MANTECA, San Joaquin Co.: Domestic science building, $14,852.
NEWCASTLE, Placer Co.: Grammar school building.
OROSI, Tulare Co.: Physical training and manual arts building, and addition to present school.
ORLAND, Glenn Co.: High school building.
OAKLAND, Alameda Co.: New Golden Gate high school.
PITTSBURG, Contra Costa Co.: Building adjacent to grammar school, to cost $12,000.
PATTERSON, Stanislaus Co.: Gymnasium, to cost $100,000.
PACIFIC GROVE, Monterey Co.: Community shop building for high school.
REDDING, Shasta Co.: Two-story school, ten classrooms and auditorium, $110,000; remodelling west side grammar school.
REDWOOD CITY, San Mateo Co.: Manual training and machine shop.
RIVERSIDE, Riverside Co.: Two-room addition to Emerson school; junior college and high school to be erected shortly.
RICHMOND, Contra Costa Co.: Junior high school auditorium to seat 1500, $35,000.
REDLANDS, San Bernardino Co.: Two-room building on grounds of Franklin school.
RIVERBANK, Yolo Co.: To repair and furnish assembly hall for school purposes.
ROCKLIN, Placer Co.: Three-room building, to cost $15,000.
SAN FRANCISCO: Taking preliminary steps toward $12,000,000 bond issue.
SANTA ROSA, Sonoma Co.: One-room portable.
SAN MARTIN, Santa Clara Co.: One-story frame, $35,000.
SIERRA MADRE, Los Angeles Co.: Grammar school.
SARATOGA, Santa Clara Co.: Six classrooms and auditorium.
SULTANA, Fresno Co.: Two-room addition to elementary school, $31,000.
SAN DIEGO, San Diego Co.: Two-story building, Normal Heights district.
STOCKTON, San Joaquin Co.: Roosevelt high school, 13 rooms; 8-room addition to North school.
SAN BERNARDINO: Four school buildings, $11,000.
SANTA CRUZ: Gymnasium, $20,000.
TORRANCE: $200,000 high school.
TULARE, Tulare Co.: Completing unfinished rooms in science building.
TERRA BELLA, Tulare Co.: Two-room building for Grand View district.
TAFT, Kern Co.: Additions to high school building.
TURLOCK, Stanislaus Co.: Three temporary buildings for high school.
VENICE, Los Angeles Co.: Library and study building, Union Polytechnic high school, to cost $13,000.
VICTORVILLE, San Bernardino Co.: Five-room grade school.
VISALIA, Tulare Co.: Six-room primary, and four-room addition to Highland school.
WALNUT CREEK, Contra Costa Co.: Additional school building.


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Veda B. Young,
Assistant Secretary San Francisco Playground Commission

From time immemorial the child's natal instinct has been play. For hundreds and hundreds of years children were free to romp and enjoy themselves in an unlimited area; but as the centuries have come and gone, civilization has progressed, and more insistent have been its demands on space. Even in the United States, the youth in the early days had an unquestionable advantage in receiving his recreation in the great out-of-doors; but as our population has multiplied so rapidly, and buildings have sprung up so numerously, available playing space has unmercifully decreased so that it has reached in some cities a most pathetic degree.

In order to afford the children of this generation an opportunity to receive wholesome recreation, a basis for future physical strength, a splendid physique, a chance to develop initiative, learn rules of fair play and good sportsmanship, and to develop characteristics which make for good citizens of tomorrow, playgrounds have been established. If opportunity for play is denied, and by just so far as it is denied, stunting and perversion are the inevitable results.

Proof of the necessity for play in people's lives from both a physical and mental point of view was revealed for the first time during the war by startling figures. These demonstrated in black and white that our boys examined for the draft and found unfit for military duty were not receiving the body-building play they needed. Also, while in training, provision for recreation was an essential in order to maintain the morale.

Relief workers, too, discovered that the relief children after being supplied with food and shelter, needed a renewing of their desire to play. Play is natural, an inherent instinct, and demanded by the youth of today more noticeably than ever before. It is important that we center more attention on the amount of athletics our boys and girls are receiving.

### Avoid Juvenile Court

When we satisfy their natural craving for recreation in a definite constructive way, and open up clubs and recreation centers for them, then we are avoiding the problems of the juvenile court and the reformatory. As Judge Benjamin B. Lindsay says: "In dealing with the problem of crime in youth, we shall make progress just in proportion as we appreciate the absurdity of limiting our remedies to the court, the jailer and the hangman. Our plea for public playgrounds is a plea for justice to the boy. We are literally crowding him off the earth. We have no right to deny him his heritage, but that is just what we are doing in nearly every large city in this country, and he is hitting back, and hitting hard, when he does not mean to while we vaguely understand and stupidly punish him for crime. Why shouldn't he rebel? The amazing thing is that he is not worse than he is."

San Francisco is endeavoring to fulfill its duty in caring for the youths of this city in furnishing them with the highest type of up-to-date, supervised playgrounds. Through the joint efforts of the California Club, the Board of Education, and the Board of Supervisors the spring of 1902 marked the dedication of the first public playgrounds in San Francisco, i. e., Southside Playground located at Seventh and Harrison streets. Year by year fuller official recognition was attained until in 1907 a Playground Commission was created. The commission has been successful in developing since that period eleven modern, supervised playgrounds, and has five more grounds under contemplation at the present time.


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**Power's Poems for Memorizing,** arranged by grades from the first to the eighth, by Alice R. Power, taken from the list of Dr. Elwood P. Cubberley of Stanford University. Published in two parts, each part 25 cents, net; cloth, $1.00.

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### NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Thursday and Friday, December 21st and 22nd, 1922. Successful candidates under contract elsewhere will not be required to accept appointment in this Department until August, 1923. For further information apply to Secretary Board of Education, City Hall, San Francisco.

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## JOTTINGS

Miss Eleanor Hitt, librarian of the San Diego county free library, has moved the county library into new commodious quarters in the Union building on Broadway.

Miss Marjorie Kobler, head of the school department of the San Diego county free library, has a school room. In this school room are kept titles of all the books placed on the county course of study by the county board of education. Both books used supplementarily and those on the library list are housed in this room. Music records are kept in two large cases and a phonograph is near at hand so that the teachers can try out and select the records they want. A decided advantage of this room to the library staff is that the teachers can go into it and find by themselves all available material that has been passed by the county board of education.

Miss Harriet Mercer is teaching English in the Perris high school this year. She is laying great emphasis upon oral expression and dramatics this term. Miss Metzler, last year graduate of the University of Southern California school of music, is giving several music courses.

Mrs. Ruth Hyde West has been appointed music supervisor by Miss Ada York, superintendent of San Diego county schools.

Guy Hudgins, superintendent of National City schools, and Carl N. Vance, principal of the Grossmont union high school, have been appointed to the San Diego county board of education.

J. Dean Simkins superintendent of East San Diego schools, and author of Ants and the Children of the Garden, will be one of the local authors to talk to the children of San Diego at the San Diego city library under the direction of Miss Althea Warren during children's book week.

National City high school now enrolls 360 pupils and the junior high school 160. Guy Hudgins, city district superintendent, has on a project of the unionization of all the school districts from San Diego to the Mexican border. When accomplished the district will hold some 2500 children.

Fred A. Boyer, principal of the Coronado grammar school, has an increased number of students this year.

J. Leslie Cutler, principal of the Coronado high school, expects to be in the new high school building around the first of the year. Owing to the failure of the contractor to follow specifications, the local school board has taken over the finishing of the building.

The Escondido grammar school, under Mrs. Beulah W. Howland, during the first month of this year had the highest average daily attendance in its history. The average totaled 392.

M. W. Perry, principal of the Escondido high schools, has under consideration plans for a new high school. The present plant will be used as a junior high school.

Chula Vista union grammar school, under Charles A. Shaver, has enrolled 435 students this year. This is double that of last year's attendance.

L. O. Barry is principal of the Cajon Valley union grammar school this year. Last year he was at West Fallbrook.

West Fallbrook this year is in charge of Miss Martha Love.

The Pomerado union grammar school, San Diego County, has Miss Marjorie Thompson as principal and Miss Madeleine Devine as assistant.

Miss Elsie Sikes is principal of the Vista union grammar school.

Horace C. Coe, superintendent of Imperial County schools, has appointed Miss Grace E. Farrell as supervisor of schools, Mrs. Hazel Baker Lee in charge of finances and Miss Kolah Ray Ames in charge of correspondence. Mr. Coe finds that the tendency in his county is for the pupils to drift into the larger school centers.

Superintendent Henry C. Johnson of San Diego put in operation two new junior high school plants at the opening of this eration before the completion of the school is in charge of Edwin B. Tilton and the Roosevelt junior high school in charge of West S. Brown. Both schools started operation befort the complyetion of the school buildings. The contractors are expected to be through shortly after the first of the year. Both plants are most modern and are costing over a million dollars. Memorial enrolls over a thousand students and Roosevelt started with over 1500. Owing to the non-completion of the plant, students of the Roosevelt were transferred to Memorial and the seventh year was sent to the high school.

On November 12 Edwin B. Tilton of Memorial junior high school will have the dedication exercises. The American Legion of San Diego City will present a bronze tablet inscribed with the names of San Diego men who perished in the World War. This tablet was designed by Mabel Fairfax Smith, a pupil of the Washington school, San Diego, who is now studying art in New York. The Daughters of the Civil War Veterans will present a large military flag.

The El Centro junior college, under J. L. House, started out its first year's work with an enrollment of 32 students.

H. H. Wardrip of the Holtville union high school, has the distinction of having a larger night school of adults than day school for children. Mr. Wardrip is making his school a real value to his community.

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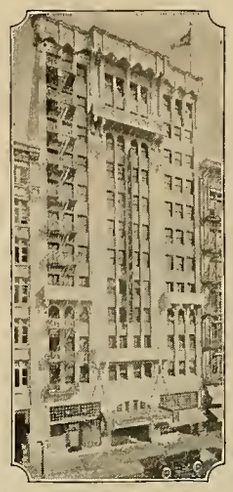

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J. K. Thornton, who taught last year at Bell, is principal of the Rockwood school, Calexico.

D. S. Richmond, principal of the Brawley grammar schools, has charge of 650 pupils in two schools. One of these is a Mexican school enrolling 200 Mexicans.

A. P. Shibley, superintendent of El Centro schools, gave a course on rural education at the Teachers College, San Diego, last summer.

B. M. Griswell, principal of Holtville grammar school, is busy with a building program. Four hundred and ten pupils are enrolled. One interesting thing about the school is that forty or fifty horses are stabled each day in the school sheds. The children ride to school.

Chas. F. Woods, librarian of the Riverside public library, is giving a course in the library school on "The History and Theory of the Classification of Knowledge." The course consists of twelve lectures. The work is preparatory to a course in comparative library classification which will be taken up next spring.

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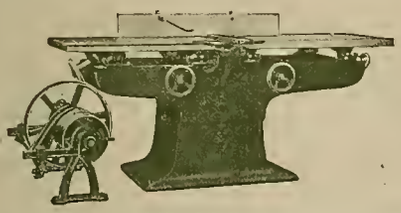

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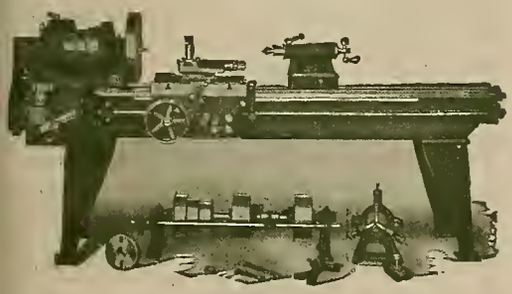

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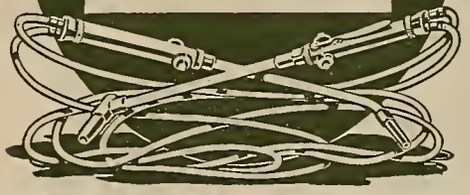

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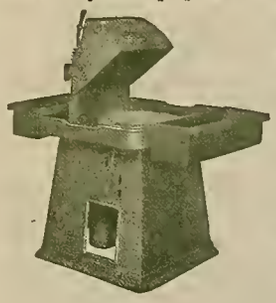

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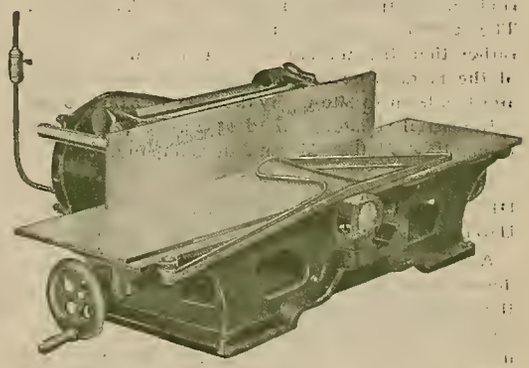

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**Psychoanalysis in the Class Room**, by George H. Green. G. P. Putnam's Sons.

### HEROES AND ENEMIES OF ROME

Stories, simply written, of the lives of the great men connected with early Roman history. Illustrated.

**Ancient Rome; The Lives of Great Men**, by Mary Agnes Hamilton. Oxford University Press, American Branch. 85 cents.

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Another of the Clarendon Series of Latin and Greek authors, in which a page of text in the original alternates with a page or more of English translation. Under this method it is possible to cover more of the author's text than with the old system, and at the same time the pupil's interest is stimulated and preserved.

**Herodotus, Book VII.** Oxford University Press, American Branch. $1.20.

### AMERICAN INDUSTRY

The industrial history of the United States, handled topically rather than chronologically, but covering the four major periods of development from the colonial to and including the period of readjustment following the Civil War. The author emphasizes the manner of doing rather than the amount done, and while a recital of the facts is necessarily a part of the text the aim has been to show why these facts came to be.

**Industrial History of the United States**, by Louis Ray Wells. Macmillan Company.

### DEVELOPMENT OF AMERICAN INSTITUTIONS

An outline of the political, economic and social development of American institutions, providing the student with essential material for a general course in problems of democracy, preliminary to more specialized study. Each topic has been treated from the standpoint of the whole, rather than placing each under a separate classification. It is intended for the needs of institutions in which time and opportunity are lacking for a detailed treatment separately of the social sciences.

**Problems of American Democracy**, by Henry Reed Burch and S. Howard Patterson. Macmillan Company.

### GEOGRAPHY FOR SECONDARY SCHOOLS

Geography, says the author, is not simply a study of the physical environment of man, nor is it simply a study of selected human activities: rather is it a study of both, plus their interrelation. He follows, therefore, all the chapters devoted to the physical aspect of geography with a discussion of related human aspects. For instance, the chapter on the "Ocean and Its Shores" is followed by "Coast and Coastal Activities." Generous space is devoted to those topics which are of greatest practical interest, and to those phenomena such as volcanoes, earthquakes and glaciers, less space is accorded than is usual in a work of this kind.

**High School Geography**, by R. H. Whitbeck. Macmillan Company.

### UNSEEN FORCES

Those forces of nature, long recognized by the few and used by those able to grasp and apply the underlying principle; forces which are of metaphysical rather than material nature, form the basis of this latest work by the author of Carmen Ariza. As with the former, the author has given in the form of a novel a serious and powerful discussion of the great struggle between the material and the spiritual; but whereas in Carmen Ariza the material forces were symbolized by a great church organization, in his later work, "Thou Israel," the author places the battle as between the medical organization and those who prefer to rely upon the spiritual forces for healing.

As in Carmen Ariza the author, in his desire to emphasize the evils of church organization, failed to give due credit for the great good accomplished by the church and individuals of its membership, so in Thou Israel he fails to properly stress the conscientiousness and self sacrifice of the average medical practitioner.

Thou Israel, however, is well worth reading, especially by those whose interest lies along metaphysical or occult lines.

**Thou Israel**, by Charles Francis Stocking. Maestro Company. $2.50.

### JUNIOR HIGH SCHOOL WRITING VOCABULARIES

In line with the increasing criticism of the poor spelling of high school and university graduates, this little handbook by Dr. W. Franklin Jones, formerly head of the Department of Education of the University of South Dakota, and later with the University of Southern California, will be found of interest.

The continued existence of poor spelling among men and women in all walks of life would seem to argue that our school methods of teaching spelling are at fault. To find the answer to the problem, Dr. Jones made a thorough and exhaustive test with more than a thousand grade students, having them write daily themes on topics of interest to them until their writing vocabulary was practically exhausted. The number of themes for each student ran from 56 to 105, the students in the higher grades usually requiring more and longer themes to exhaust their capabilities. Over 75,000 themes were examined of an average length of 190 words, an approximate total of 15,000,000 words running over eight years.

With the finish of his task, Dr. Jones found that out of the great total of words used, there were only 4,500 different words. These were nearly all repeated many times and practically all, at some time or another, misspelled.

The total number of words, and the average number by each student, grade by grade, are as follows:

| | Total number of different words used | Average number of words used by each student |
|---|---|---|
| In the second grade..... | 1927 | 521 |
| In the third grade..... | 2396 | 908 |
| In the fourth grade..... | 2838 | 1235 |
| In the fifth grade..... | 3270 | 1489 |
| In the sixth grade..... | 3695 | 1710 |
| In the seventh grade..... | 4114 | 1926 |
| In the eighth grade..... | 4532 | 2135 |

With over 1900 words used by the pupils of the second grade, there is an average of only 521 different words.

From this research Dr. Jones reached the following conclusions: That because the spelling books in use contain approximately 15,000 words, or more than three times as many as were used by the grade students tested, we have been wasting the time of both teacher and student in the study of thousands of words which they do not use, and that at the same time we have failed to teach them to spell all the 4,500 words they do use; that many of the words in common use and commonly misspelled are not found in many of the popular spelling books.

The purpose of Dr. Jones' textbook is to give to the average individual those words which he needs in reading and speaking, and to aid him in mastering their spelling, which is done by repeated exercises and reviews in the more difficult words.

**Junior High School Writing Vocabularies**, by W. Franklin Jones. Hall & McCreary, publishers. 52 cents.

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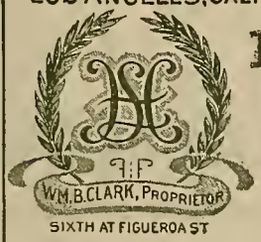


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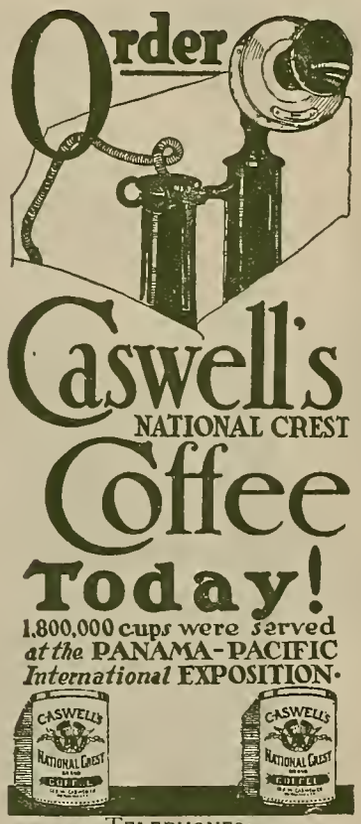


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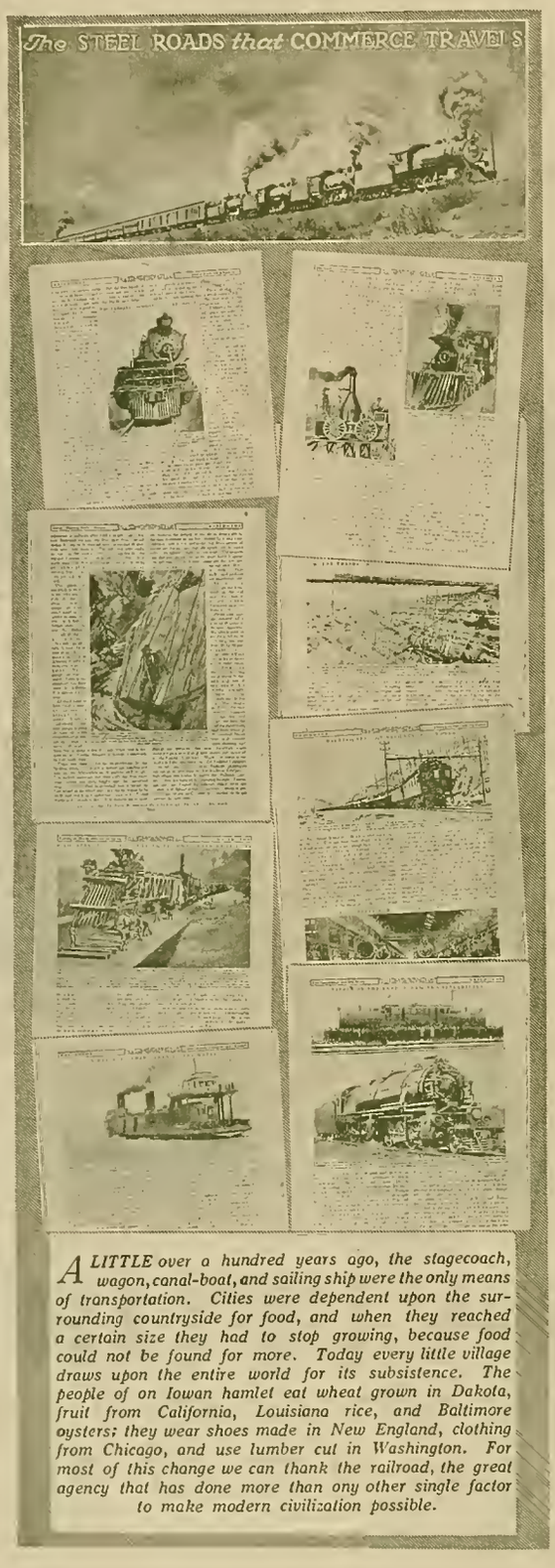


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PRESIDENT GEO. C. BUSH
Who planned the great meeting of the C. T. A., Southern Section, December 18-22. Report of meeting in January issue.

Note:—Suggestions and source material for Lincoln's and Washington's Birthdays, by Ruth Thompson, in January issue.

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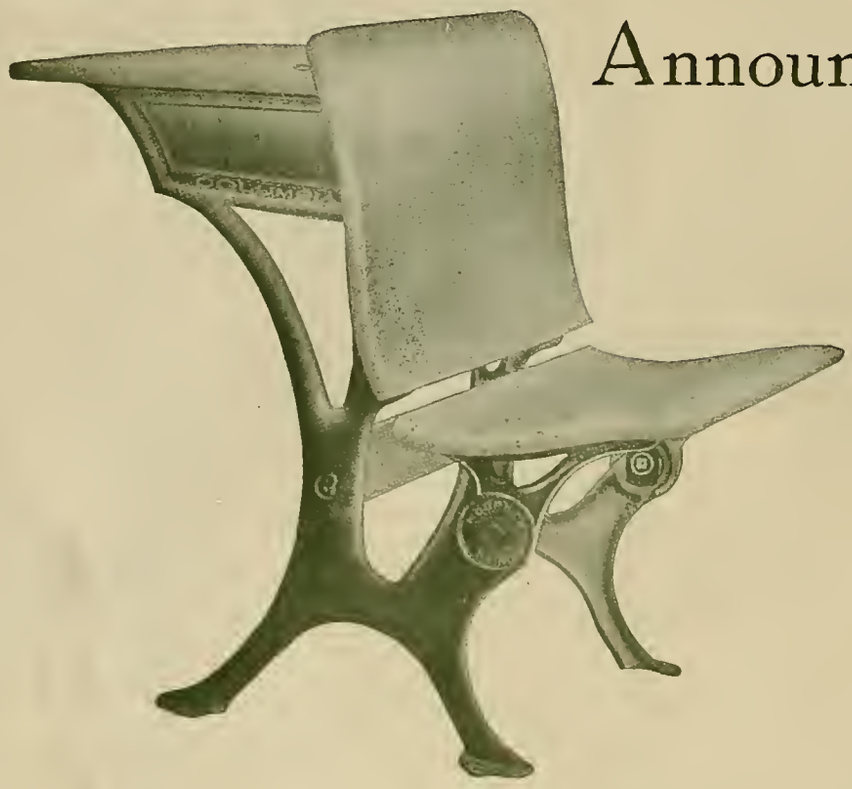

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## The Call of California

By Stanley B. Wilson

There's a new voice calling loudly
Through our golden western land—
Calling down from hill and mountain,
Up from wave-washed ocean strand;

Calling in the breath of blossom,
In the breeze from peak to shore,
In the wealth of scenic grandeur,
In the world-enriching store:—

"Bring me men to match my mountains,
Tall, majestic, firm and grand;
Men to match my stretching shore-line,
Guardian of our golden land;

"Men to match my groves and gardens—
Rich in fruits of health and cheer;
Men to match my scenic splendors—
Never failing to endear;

"Men with minds to match my sunlight—
Clear, pure, penetrating, free;
Men with souls to match my vastness,
And my hopes of destiny;

"Men to match my place of honor
In Columbia's starry fold,
Fearful only of injustice,
But for right and duty bold;

"Men whose patriotic purpose
Is not bound by battle's strife,
But divines its best expression
In the common things of life."

# The Annual Convention of County, City and District Superintendents at Oakland, November 20-25

WILL C. WOOD, DIRECTOR.

The Convention of Superintendents is perhaps the most interesting educational event in the school year. The Teachers' Associations are larger, but more formal, and the addresses are usually overhead of the speaker and the listeners, and largely devoted to exploitation of experiments, or theories. The High School Convention is also somewhat formal, and the membership several times larger than the Superintendents' Convention. The superintendents usually discuss problems as is, and are spontaneous in their remarks. It was some pleasure to listen to the various discussions. The discussions are usually very practical, and the resolutions are frequently translated into law. Will C. Wood, as chairman of the convention, delivered the opening address, placing great emphasis on the needs of the public schools for the next few years. It was an intensely practical address, and was characteristic of the discussions of the week. The attractive lobby of the hotel and the lounging rooms were practically deserted during the discussions, and the superintendents and even the visitors were interested in the program.

### The Law Governing the Convention

Extract from the Political Code

Sec. 1533. "He (the Superintendent of Public Instruction) shall have power to call, annually, a convention of the county, city and district superintendents, to assemble at such time and place as he shall deem most convenient, for the discussion of questions pertaining to the supervision and administration of the public schools, the laws relating thereto, and such other subjects affecting the welfare and interest of the public schools as shall properly be brought before it. It is hereby made the duty of all county and city superintendents and of all district superintendents in districts employing fifty teachers or more to attend and take part in the proceedings of such convention when it is called. The actual expenses of the county superintendents attending the convention shall be allowed by the board of supervisors and paid out of the general fund; the actual expenses of the city superintendents and of all district superintendents in districts employing fifty teachers or more attending the convention shall be allowed and paid out of the same fund as the salary of such city or district superintendents is paid."

### The Convention Called

In accordance with the provisions of section 1533 of the Political Code, I hereby call the annual convention of county, city and district superintendents to assemble at Hotel Oakland, Oakland, at 9:30 o'clock a. m., Monday, November 20, 1922.

Will C. Wood,
Superintendent of Public Instruction.
Sacramento, California, October 31, 1922.

PROGRAM

**Monday Morning, 9:30 O'clock**

General Session

Rose Room, Hotel Oakland

Superintendent Will C. Wood, Presiding.

Music: "America." By the convention.

Invocation: Rabbi Rudolph I. Coffee, Oakland.

Election of officers.

Appointment of committee on committees.

Address of welcome: Hon. John L. Davie, mayor of Oakland.

Response: Superintendent Mark Keppel, Los Angeles.

Opening address: Will C. Wood, Superintendent of Public Instruction.

Addresses: "Education in California—Retrospect", Superintendent J. W. Linscott, Santa Cruz; "Education in California—Prospect", Dr. Geo. W. Stone, State Board of Education.

**Monday Afternoon, 2:00 O'clock**

County Superintendents' Section

Rose Room

Superintendent Carolyn Webb, presiding.

Address: "Fresno County's Americanization Program," Superintendent Clarence W. Edwards.

Discussion: By Superintendents Belle S. Gribi, Merced, and Sabra Greenhalgh, Amador.

General topic: Rural Supervision: What rural supervision should aim to accomplish; organization of rural supervision; types of supervision attempted; qualifications of supervisors; report of results and attitude of the public; new legislation needed to make work more effective. Superintendent L. E. Chenoweth, Kern; Superintendent Roy Good, Mendocino; Superintendent Ada York, San Diego; Superintendent Agnes Howe, Santa Clara; Superintendent James G. Force, Monterey; Superintendent Irene Burns, Placer.

General discussion.

City and District Superintendents' Section

Room 101

Superintendent Paul Stewart, presiding.

General topic: Continuation Education: (a) Does the Part-time Act need to be amended? Superintendent Susan M. Dorsey, Los Angeles; Superintendent Walter T. Helms, Richmond; Superintendent Dewitt Montgomery, Visalia; Superintendent Bruce H. Painter, Petaluma; Hon. Stanley B. Wilson, State Board of Education.

(b) What should be the status of the evening school? Superintendent Paul Stewart, Santa Barbara; Superintendent Ansel S. Williams, Stockton.

**Tuesday Morning, 9:30 O'clock**

General Session

Superintendent Fred M. Hunter, presiding.

Music.

Address: "The Year's Progress at the State Office," Hon. E. P. Clarke, president State Board of Education.

Address: "The Boy Scout Movement and the Schools," Mr. A. P. Leach, Oakland.

Topic: "Revision of Laws Relative to Elementary and High School Districts and Territorial Units of Organization and Supervision": (Sections 1576-1591c and Sections 1720-1739, Political Code.) Superintendent Chas. H. Camper, Chico; Superintendent H. G. Clement, Redlands; Superintendent Percy R. Davis, San Bernardino; Superintendent James B. Davidson, Marin; Superintendent R. L. Bird, San Luis Obispo; Superintendent A. N. Wheelock, Riverside.

General discussion.

**Tuesday Afternoon, 2:00 O'clock**

County Superintendents' Section

Superintendent R. P. Mitchell, presiding.

Address: "Standardizing Music in the Rural Schools," Mrs. R. E. Greenwood.

Discussion: By Superintendents Robert A. Bugbee, Humboldt, and Harriet Lee, Yolo.

General topic: "What Changes Shall Be Made in Laws Relative to the County Superintendent's Office and Duties?" (Sections 1543-1566, Political Code.) Superintendent Roy W. Cloud, San Mateo; Superintendent S. M. Chaney, Glenn; Superintendent Mamie B. Lang, Tehama; Superintendent Blanche T. Reynolds, Ventura; Superintendent Dan H. White, Solano.

Topic: "Reorganization of Laws Relative to County Boards of Education." Superintendent David E. Martin, Alameda; Superintendent Cecil M. Davis, Santa Cruz; Superintendent H. C. Coe, Imperial; Superintendent G. P. Morgan, Tuolumne.

City and District Superintendents' Section

Superintendent Walter T. Helms, presiding.

Address: "The Legal Status of the City Superintendent," Superintendent Horace M. Rebok, Santa Monica.

Discussion: By Superintendent Jerome O. Cross, Santa Rosa; Superintendent C. C. Hughes, Sacramento; Superintendent George C. Bush, South Pasadena; Superintendent Bruce Painter, Petaluma.

Address: "Organization for Developing a Course of Study," Superintendent H. C. Johnson, San Diego.

Discussion: By Superintendent H. B. Wilson, Berkeley; Superintendent John Franklin West, Pasadena; Superintendent C. J. Du Four, Alameda; Superintendent A. C. Barker, Palo Alto.

**Wednesday Morning, 9:30 O'clock**

County Superintendents' Section

Superintendent Ira C. Landis, presiding.

Topic: Physical Education, Hygiene and Health.

Address: "The Need for Health Supervision and Health Education in the Rural Districts of California," Dr. Ellen S. Stadtmuller, California State Board of Health.

Reports of progress in county health work. Superintendent Wm. H. Hanlon, Contra Costa County; Superintendent Irene Burns, Placer County; Superintendent Charlotte Cunningham, Shasta County; Superintendent L. E. Chenoweth, Kern County; Superintendent A. S. Pope, Santa Barbara County.

Address: "Immediate Objectives in Health Education in Rural Schools," Dr. Herbert R. Stolz, State Supervisor of Physical Education.

City and County Superintendents' Section

Superintendent A. S. Williams, presiding.

Topic: "Improving Teachers in the Service." Superintendent Susan M. Dorsey, Los Angeles; Superintendent W. E. Faught, Modesto; Superintendent William John Cooper, Fresno; Superintendent Arthur Walter, Salinas.

Topic: "Salaries and Salary Schedules." Superintendent Fred M. Hunter, Oakland; Superintendent Paul Stewart, Santa Barbara; Superintendent George Albée, Eureka; Superintendent W. L. Stephens, Long Beach.

**Wednesday Afternoon**

"Visiting Day"

**Thursday Morning, 9:30 O'clock**

General Session

Mrs. Agnes Ray, presiding.

A half day of school music by the Oakland schools, arranged by Mr. Glenn H. Woods, director of music in the Oakland city schools.

**Thursday Afternoon, 2:00 O'clock**

General Session

Superintendent Mamie B. Lang, presiding.

Music.

Topic: Revision of Courses of Study and Reorganization of Curricula.

(a) Address: "The Committee of Fifteen on Secondary Education," Professor C. E. Rugh, University of California.

(b) Progress in Making State Course of Study. General Statement—Dr. Margaret S. McNaught, Commissioner of Elementary Schools.

Suggested Course of Study in Geography —Miss Myrta Lisle McLellan, Southern Branch, University of California.

Discussion: By Superintendent Charles E. Barber, Alhambra; Superintendent Elmer L. Cave, Vallejo; Superintendent C. E. Bigham, Porterville; Superintendent Ira C. Landis, Riverside.

Suggested Course of Study for Kindergarten - Primary Grades — Miss Katherine McLaughlin, Southern Branch, University of California.

Discussion: By Superintendent Grace C. Stanley, San Bernardino; Superintendent Perle Sanderson, Colusa; Superintendent Chas. E. Teach, Bakersfield; Superintendent Wade F. Thomas, San Anselmo.

General discussion.

**Friday Morning**

General Session

Superintendent Ben Ballard, presiding.

Music.

Symposium: "How the P. T. A. Has Helped the Schools."

(a) General report. Mrs. Harry J. Ewing, president California Congress of Mothers and Parent Teacher Associations.

(b) Milk distribution at San Diego. Superintendent H. C. Johnson, San Diego.

(c) Scholarship funds at Los Angeles. Superintendent Susan M. Dorsey, Los Angeles.

(d) The P. T. A. and school support. Superintendent Jerome O. Cross, Santa

General Topic: "Laws Relating to Powers and Duties of School Boards." Sections 1607-1623 and Section 1741, Political Code.)

(a) Tenure of Teachers.
(b) Trustees' Liability.
(c) Salaries and Contracts.
(d) Registration of Minors.
(e) Transportation.
(f) Teacherages.
(g) Miscellaneous.

Discussion: By Superintendent W. L. Stephens, Long Beach; Superintendent J. A. Cranston, Santa Ana; Superintendent Guy V. Whaley, Pomona; Superintendent A. G. Filmore, Stanislaus; Superintendent Walter T. Helms, Richmond; Superintendent HarryW. Jones, Piedmont.

General discussion.

**Friday Afternoon, 1:30 O'clock**

General Session

Superintendent Will C. Wood, presiding.

Music.

Topic: "Legislation Relative to School Finances." Superintendent Mark Keppel, Los Angeles; Superintendent William H. Hanlon, Contra Costa; Superintendent Arthur S. Pope, Santa Barbara; Superintendent Elizabeth Richards, Nevada; Superintendent M. L. Richmond, Kings.

Reports of committees.

Adjournment.

## NOTES

Myrta Lyle McLellan delivered a sane, sensible and effective address on the new course of study on geography.

---

Superintendent Ada York of San Diego reflected an honor on the great county of San Diego by her poise, culture and practical viewpoints on the various discussions.

---

Superintendent Lena Jackson introduced her successor, Miss Holmes, with a genial smile and good will, although Miss Holmes won the office from her by a "write in campaign." Superintendent Jackson is certainly a good sport.

---

A noticeable feature of this year's Superintendents' Convention was the interest taken in discussions by the superintendents.

---

Every question appeared debatable and the sparks that occasionally flew showed that the superintendent had thought and felt deeply.

---

R. P. Mitchell, superintendent of Orange County schools, is much in sympathy with Friend W. Richardson's policy of economy.

---

A. S. Pope, superintendent of Santa Barbara County schools, took an active part in many discussions.

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Lesser Eastern publishers are just waking up to the fact that there is an empire on this west coast.

Miss Mamie B. Lang, superintendent of Tehama County, is now elected by popular vote. Previously trustees appointed by the county superintendent selected the county superintendent. Due to her admirable work during the last four years, Miss Lang had no opposition at the last election.

Miss Agnes Howe, superintendent of Santa Clara County, had many valuable suggestions to make.

G. P. Morgan, the tall sycamore of Tuolumne County, as one superintendent pleasingly phrased it, was much in evidence. He outranks all other county superintendents in length of service.

The Hon. John L. Davie, mayor of Oakland, in his address of welcome, lightly touched upon Oakland's favorable points of interest.

Superintendent Clarence W. Edwards of Fresno County gave an able presentation of his county's program on "Americanization."

Horace M. Rebok, superintendent of Santa Monica, raised a strong discussion on the problem of "The Legal Status of the City Superintendent."

H. C. Johnson of San Diego started the discussion on "The Organization for Developing a Course of Study." The co-operative system was advocated.

Superintendent H. B. Wilson of Berkeley added some illuminating remarks on this same system, as well as Superintendents John Franklin West of Pasadena and C. J. Du Four of Alameda.

Superintendent A. C. Barker of Palo Alto, speaking on the same subject, held more for courses prepared by experts with teachers in advisory capacity.

Superintendent W. L. Stephens of Long Beach presents a subject straight-forwardly and clearly in a manner most pleasing to the listener.

Chas. C. Hughes, superintendent of Sacramento, took part in the discussion on "The Legal Status of the Superintendent."

John A. Cranston, superintendent of Santa Ana, was participant in a championship tennis match.

A. W. Ray, superintendent of Tulare, was missing the past few days on account of incipient influenza.

Superintendent W. L. Bachrodt of San Jose is one of the coming big men of education in the West.

Percy R. Davis, superintendent of San Bernardino schools, makes a very able short address.

Superintendent Oliver R. Hartzell of San Rafael missed very little at the convention.

D. E. Martin, superintendent of Alameda County, is an able schoolman. He took an active part in the entertainment of the visitors.

H. C. Coe, superintendent of Imperial County, found Oakland somewhat different from his desert empire.

Craig Cunningham of Madera County enjoyed his last superintendents' convention immensely. We all wish him success in his business venture.

J. G. Force, superintendent of Monterey County, is a live wire in things educational pertaining to his county.

Bookmen present at the Superintendents' Convention were: Dr. C. C. Van Liew, Leroy Armstrong and D. J. Sullivan of the American Book Company; A. A. Belford, Charles Beers and Ralph Work of the Rand-McNally Company; Selden Smith, F. A. Rice, Harry Linscott and J. O. Tuttle of Ginn & Company; J. O. Osborn and C. C. Colvin of Silver-Burdett & Company; C. S. Jones of the World Book Company; G. A. Chilcotte and Glen Crowley of D. C. Heath & Company; Mr. Allen of Houghton-Mifflin & Company; Van Nostrand and Miss Willis of Milton-Bradley Company; Mrs. F. E. Raymond and Miss Elizabeth Adams of the Gregg Publishing Company; Mr. Laidlaw of Laidlaw Bros.; T. Morehouse, J. Ellsworth, John Beers of Macmillan Company; A. E. Baker and E. Mitchell of Scribners Company; Mrs. James of Owens Publishing Company; W. M. Culp of P. Blakiston's Sons & Company and Harr Wagner Publishing Company; Mrs. Spencer of Spencer Rhythm Penmanship; Mrs. Greenwood and Miss Donzella Cross of the Educational Department of the Victor Company.

## REPORT OF THE RESOLUTIONS COMMITTEE

November 24, 1922.

The annual convention of County, City and District Superintendents of Schools hereby resolves:

1. That the thanks of the convention be extended to Hon. Will C. Wood, Superintendent of Public Instruction, for calling the convention to meet in surroundings that make for the comfort and pleasure of the superintendents, in a city that brings this convention in touch with the best in educational administration and procedure, and for a program so interesting and profitable; to our hosts, City Superintendent Fred M. Hunter and County Superintendent David E. Martin and their assistants, for their unfailing courtesy and unwearied efforts to provide for our entertainment and pleasure; to the Honorable Mayor of Oakland for his generous offer of autos and other courtesies; to the Oakland Chamber of Commerce for the pleasure of a ride over the wonderful scenic boulevard of Oakland; to Mr. Glenn H. Woods and his co-workers and to the pupils of the public schools of Oakland, Berkeley, San Francisco, Alameda and Richmond for excellent and inspiring music; and to the management of Hotel Oakland for courtesy and painstaking attention to our material wants.

2. That the retiring superintendents be commended for faithful, efficient service for their efforts toward the advancement of educational standards during a session of great stress.

3. That, since Dr. Margaret Schalenberger McNaught has served the people, teachers and especially the children of California for the past nine years as Commissioner of Elementary Education, during which time the schools have progressed in a manner to challenge the attention of the entire country in the following important particulars: more ample and stable financial support; the planning and erection of better and more beautiful school buildings and the providing of more adequate equipment and ground; the provision for better teacher training, including the conversion of seven normal schools into teacher colleges with extended and enlarged courses; the better adaptation of education to the needs of every type of child; the improvement and extension of physical training especially through the discipline of play; the adoption of better textbooks and the securing of adoptions by honorable and expert methods; the increase of consolidated schools and the better housing of teachers; and finally the securing through legislation of supervision for rural schools; and that, since the conspicuously excellent work of Dr. McNaught has received national commendation and resulted in her selection by the N. E. A. to serve as chairman of the "Commission on the Reorganization of Elementary Education", in which capacity work of unusual value was accomplished prior to her resignation from the committee last July; and that, since Dr. McNaught has shown leadership of a high type in her ability to inspire effort on the part of teachers and superintendents and to secure accomplishment that is placing the elementary and especially the rural schools of California in the front rank; and that, since her services have always been marked by human kindness, by intelligent direction toward definite and worthy ends and have at all times been untainted by self-seeking or political consideration of any sort; the convention hereby expresses appreciation of the great work accomplished by Dr. Mc Naught in elementary education in California, keen regret at her resignation and a most earnest desire that the future, while it cannot bring to her a more tempting field of service, may bring a full measure of helpful activity and a long life of genuine accomplishment and sweet content.

4. That our belief and faith in the Towner-Sterling bill be reaffirmed and that the passage by Congress of that bill be strongly urged; further, that the superintendent of public instruction be requested to transmit a copy of this resolution to the California Senators and Representatives in Congress.

5. That the spirit of co-operation manifested in the work of the California Congress of Mothers and Parent-Teacher Associations in their efforts to accomplish a closer union between home and school be commended.

6. That in order to further the Boy Scout movement and to assist the committee already appointed by this body to co-operate with the Boy Scout leaders of the state in formulation of a program in which the schools have a larger part, our individual efforts in fostering this most excellent movement be pledged.

7. That our Representatives in Congress be urged to put forth their best efforts to

secure the enactment by Congress of a bill conferring jurisdiction upon the Court of Claims of the United States to hear and to adjudicate all claims, both legal and equitable, which the several tribes or bands of Indians of California may have against the United States government for lands taken from them without compensation therefor.

8. That the self-survey of the secondary school system of California being conducted by the Committee of Fifteen appointed by the California High School Association, be indorsed and specifically commended to the active support of the educational forces of the state.

9. That the valuable service being rendered the schools of the state by the Registration and Placement Bureau of the California Teachers' Association be recognized and commended to the school administrators of California in order that its usefulness may be extended.

10. That all legitimate and necessary steps be taken looking toward amendment of the Retirement Salary Act to include superintendents of schools within the disability provisions of said act and of the regulations made for its administration.

11. That the appointment of a committee of city superintendents and members of city boards of education to define the proper status of city and district superintendents with a view of securing necessary legislation be heartily approved.

12. That the Legislative Committee, with the assistance of the Commissioner of Vocational Education, be requested to submit to the Legislature such amendments to the Part Time Act as shall allow of better adaptation to local conditions and of more effective organization.

13. That, since the state laws defining the extent and functions of elementary school and high school districts are so ambiguous and difficult of interpretation as to produce confusion and arrest of certain necessary educational business, the principle of a larger unit of control of such districts be endorsed.

14. That, since the present means of registering minors does not accomplish its full purpose due to failure on the part of many parents to comply with the provisions of the law, the Legislative Committee be requested to present to the Legislature a measure which will provide for securing a more complete and satisfactory registration of minors.

15. That gratification be expressed at the progress in the teacher training work of California which has followed the action of the Legislature of 1921 whereby the normal schools became teachers' colleges; that constant attention be paid to the demands of the California schools for properly trained teachers to provide for the growth in school registration and replacement of teachers withdrawing from the service; that the achievement of the teachers' colleges in serving enrollments of the present year under appropriations of funds made for less than half the present number of students be fully recognized and that the requests of the State Department of Education for appropriations for operation and improvements adequate to serve the students now attending the teachers colleges be emphatically approved and endorsed.

16. That the desirability of giving encouragement to growth of teachers in service, including superintendents, be recognized; that as one means to such an end, the University of California be petitioned to accept successful experience in school administration for the credit toward higher degrees and that the Superintendent of Public Instruction be requested to present this matter to the proper university authorities with a view to securing favorable action.

17. That, since education is that training which prepares individuals for their best service to humanity; and since numbers of students do not elect music as a major subject in the high school because credits so secured do not contribute materially toward the university junior certificate; and since advisors in the field of vocational guidance will not assume the responsibility of directing students away from university culture and association; the president and regents of the University of the State be urged to provide adequate courses in advanced music with due credits toward regular graduation and a degree.

18. That, since financial economy and retrenchment ,while desirable in themselves, may be carried so far as to prove detrimental to the intangible outcomes of education, this convention records its firm belief that all school expenditures should be guarded with the utmost care by school officials; but that, on the other hand, the convention reaffirms its strong and earnest conviction that even more generous financial provision than in the past must be made by the people of California if their schools are to be maintained at their present level of usefulness.

19. That, in the passing of J. W. McClymonds, former city superintendent of Oakland, and of George W. Frick, former superintendent of Alameda county, and of Miss Mary Magner, deputy superintendent of schools of San Francisco, California has lost three splendid citizens, and her educational forces, three able and unselfish servants. Respectfully submitted,

Blanche T. S. Reynolds, Chairman.

## MRS. GRACE C. STANLEY, STATE COMMISSIONER OF ELEMENTARY EDUCATION

**Mrs. Stanley, who was appointed to succeed Mrs. Margaret McNaught, resigned, as Commissioner of Elementary Schools, is well known and popular with the educational leaders and teachers of the State. She is a woman of quiet and gentle manners, of outstanding integrity, as a mother, a citizen and educator. Mrs. Stanley was born in Kansas, and was in the public schools at Washburn College, Topeka, Kansas, and in 1903 received the degree of A.B. from Stanford. She taught her first school in the Mission district in San Bernardino County, and her second school in Long Beach. In 1906 she married Mr. Stanley, and is the mother of three sons. In 1913 Mrs. Stanley began teaching again in Redlands, and in 1915 became county superintendent of schools and served continuously since. She has had many professional honors, such as the presidency of the C. T. A. and committees requiring service for the professional and educational upbuilding of the cultural and industrial values of the State.**

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## JOTTINGS

By W. M. Culp

C. C. Carpenter, last year principal of one of Dinuba's grammar schools, is this year district superintendent of Azuza grammar schools. He has charge of twenty-four teachers and some 600 pupils. For the first time the grammar school is publishing as a language project a school paper called "The Pioneer." The grammar school pupils also run a column in the local paper.

---

W. R. Andrews is principal of La Canada school this year.

---

J. C. McNeely, principal of the Lincoln junior high school, Santa Monica, is recognized as the system's authority on history.

---

The Hyde Park Grammar school, under the principalship of Mrs. Gertrude B. Hammond, is keeping pace with the marvelous growth of the community. Four new buildings are being constructed, the kindergarten is being doubled, and an extension is being made to the auditorium out of a bond issue of $65,000. The Hyde Park school is built on the unit basis of two-class rooms to a unit. The eight buildings making up the plant are placed artistically, surrounded by green lawns. There are sixteen teachers on the staff and some 400 children enrolled.

---

James A. Davis, district superintendent of Watts grammar schools, has an exceptionally good plan in regard to the visiting of his teachers to other schools. He has an extra teacher. Each day one teacher visits some place where she thinks she can learn something of educational value. The extra teacher takes her class and finds out the quality of work being done and discipline maintained in her class. Each week at teachers' meeting the teachers who have visited other places that week give ten-minute reports. When every teacher has had a visiting day they start all over again. Mr. Davis finds that it keeps continual interest in new educational thought and methods. He thinks the scheme much superior to having a couple of visiting days a year where all the teachers in a body make visits. Besides keeping a constant educational ferment it enables the superintendent to get a more accurate view of each of his teachers' work through his trained substitute's eyes.

---

Chas. G. Schweitzer, principal of the Graham school, has just had a six-room building added to his plant at a cost of $15,000. Around 600 children still makes the plant somewhat crowded.

---

Miss A. E. Britton is principal of the Venice junior high school. A $350,000 plant is now being constructed on the Venice high school campus.

---

Cloyd C. Hall, principal of the Culver City grammar school, has enrolled around 330 students this term.

---

Mark R. Jacobs, principal of the Montebello high school, is planning upon a new high school; $300,000 has been voted; five votes were cast against the issue. The building will be built on a ten-acre plot in Whittier Boulevard.

---

The Huntington Beach grammar school, under the tremendous driving force of District Superintendent Clark H. Reid, is aiming to become one of the first prevocational grammar schools thoroughly organized in California. Huntington Beach lies above a pool of oil and the citizens of Huntington Beach, through their three teachers, W. L. McKenney, R. J. Prescott and John H. Eades, are determined that the children of that thriving town shall have the best in education. Mr. Reid in his plans is backed wholeheartedly by his board of education and thus has the finest chance of success.

The plan, which is just in the beginning, is to build a strong prevocational school. It is a plan backed up by Edwin R. Snyder, commissioner of industrial and vocational education in California, who has put over his high school program and is now emphasizing the provocational training in the grammar schools.

Mr. Reid plans for individual teaching instead of mass teaching. He calls for the well balanced way. His manual training courses will consist of wood carving, auto mechanics, forge work, printing, etc. He will put an elementary general science laboratory, a . complete home economics course, and a geographical laboratory

The Huntington Beach school now enrolls 930 students and has a faculty of 30 teachers. It has been necessary to build two bungalows to house the additional pupils. In art, music, domestic science and manual arts, there are separate teachers devoting their whole time to each subject. In art construction the children make prize lamp shades, statuettes, book ends, pencils, etc. Those showing special aptitude are placed in special classes. The same is done with pupils in the other arts. Mr. Reid aims to develop the individuality of each child to its fullest extent.

Mr. Reid has introduced a supervision of girls who have charge of parties, games, athletics, camp fire girls and average programs for community nights.

One thousand dollars has just been spent upon pictures. Original color etchings have been obtained which give the effect of the beauty of the original oil paintings. Four thousand dollars has been spent on tennis courts; $1000 has been used to put in additional playground apparatus.

Mr. Reid has outlined an exceedingly ambitious program in a community that is bound to put it over big.

---

Santa Ana City schools, under John A. Cranston, enroll over 6000 pupils this year. In the near future $350,000 to $400,000 bonds will be voted on for a junior high school and additional buildings at the high school plant. Also $150,000 will be voted on for elementary buildings.

---

Percy R. Davis, superintendent of San Bernardino schools, expects to have a bond election of $100,000 for elementary schools. A fine gymnasium has been erected out of current funds at the high school at a cost of $6,000. San Bernardino schools have had a 12 per cent increase this year.

---

Miss Helen Lamson is in charge of Americanization work in the Santa Ana schools.

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John H. Waldron has been appointed district superintendent of Colton grammar schools. G. H. Jantzen, who last year had charge of both Colton high and grammar schools, is now giving his whole time to the Colton union high school and its present big building program.

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Alhambra city schools now enroll some 3600 pupils. Superintendent Charles E. Barber has the plans for the new $350,000 high school building well under way.

---

David Black has been appointed business manager of Glendale city schools. Superintendent R. D. White of Glendale says a great many people do not know the difference between Black and White. Mr. Black is an old resident of Glendale and previous to his appointment was a member of the school board. Superintendent White has moved his offices into commodious quarters in a downtown office building. Glendale has 1000 more children enrolled this year than last year. Thirty-nine hundred are in attendance. Twenty-five new school rooms and new teachers have been added this year.


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## THE PASSING OF D. R. AUGSBURG

D. R. Augsburg, at the head of the drawing department of the State Teachers' College, author of the Augsburg books on drawing and institute lecturer, attended the Christian Science Church in Oakland, on Sunday afternoon December 10th. At the close of the service his material body was there, but his spirit had passed on. I am sure that if it had been given the choice of his going he would have chosen the spiritual environment of the church.

Services were held at the Oakland Crematory on Tuesday, December 12. There were many friends present. The services were especially beautiful, and conducted in accordance with the Christion Science Church.

The life of Mr. Augsburg was one of the most beautiful service. He loved his work. He loved people. He loved his home, and his family, and his faith was beautiful. His personality was filled with radiance. One of his friends said as we walked away from the coffined form: "We bury a lot of sunshine today." Augsburg's smile with cleverness of good will to every man, to every good cause in every way will linger like a benediction over and around those who knew him. When the silken thread that held him to earth was broken, the other side became more real, more sweetly to be desired, and this side became less desirable on account of his absence.

S. H. Thompson, district superintendent of Whittier grammar schools, has just moved into the new John Muir school. It is a beautiful two-story building, erected at a cost of $145,000. It contains 18 classrooms, besides offices, library, a large cafeteria, dressing rooms, etc. The school handles the seventh and eighth grades of Whittier. The building is on a five-acre plot, on which the students are making six tennis courts, four basketball courts and two hand-ball courts. Mr. Thompson has fifty-seven teachers in his schools this year.

---

Fillmore has just completed a beautiful, modern grammar school building at a cost of $110,000. The building is of mission style and is situated on a nine-acre plot. It consists of eight rooms and an auditorium. J. M. Horton, the district superintendent, still finds himself crowded and will continue to make use of the old plant. Some 600 children are in school and are cared for by a faculty of twenty-one members.

---

Craig Cunningham, superintendent of Madera County, who ends this year twelve years of service in the county superintendent's office, was presented with a magnificent gold Waltham watch as a mark of appreciation by "The Teachers of Madera County of California, November 29, 1922," at the recent meeting of the central section, California Teachers' Association, at Fresno.

F. W. Ekstrand has charge of two schools and 250 pupils at Santicoy.

---

A. S. Pope, superintendent of Santa Barbara County schools, makes a little round trip of 450 miles to visit several of his schools in the eastern end of his county.

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Miss Flora A. Philips has been appointed primary supervisor and Miss Florence H. Dow music supervisor of Santa Barbara County.

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Ralph Works is handling the Southern California territory for Rand McNally & Company. Mr. Works has had extensive experience in school work in the East, especially in Wisconsin. Last year he taught at U. S. C. in the high school division.

---

Scott-Foresman & Company have secured the services of H. R. Cayford to assist Mr. Scott in the western field. Mr. Cayford, previous to accepting this position, was employed in the Growers' National Bank Fresno.

---

Walter L. Bachrodt, superintendent of San Jose schools, is having his teachers carrying on an intensive study of and uses of various educational tests. Committees are working on a new course of study. Mr. Bachrodt is working towards the formation of junior high schools in the San Jose system. A bond election for that purpose is likely to be held in the spring. The San Jose schools under Mr. Bachrodt raised some $10,000 for the community chest.

---

C. A. Brittell is this year district superintendent of Hollister grammar schools. Besides handling his school work, Mr. Brittell is coach of the junior college football team.

---

Paso Robles on December 16 will vote on a $270,000 bond issue for a new high school plant. H. F. Clarke, district superintendent, has strong hopes of the bond issue being voted. The campus will contain fifteen acres. A two-story administration building with one-story wings is planned for.

---

Santa Barbara city schools, under Paul E. Stewart, are moving ahead progressively. A new high school building is being constructed at a cost of $450,000 on a 32½-acre plot. One of the finest administration buildings in the United States has been erected at a cost of $17,500. This administration unit is a one-story brick structure containing the superintendent's, secretaries' and assistant superintendent's offices, board room and rooms for supervisors.

The Santa Barbara system now consists of six kindergartens, eight grammar schools, one junior high school, one high school and a night school. The enrollment of the day schools totals some 3500, with night school 4500.

A bond issue for $300,000 for two new grammar schools is scheduled for the near future.

During Mr. Stewart's term of office a course of study has been made and much improvement has been made in the teaching force. The salary schedule has been raised until it is on a par with other California systems. At present Dr. Roy J. Stockton of the Santa Barbara Teachers' College is giving a two-hour course to the Santa Barbara teachers on educational methods and tests. In his work Mr. Stewart has accomplished much in regard to salary schedule, course of study, improvement of teachers, and has put over a big building program.

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A. B. Zu Tavern of the Southwest Publishing Company has secured the services of P. E. Curry from the Cincinnati office of the company to aid him in covering the Western States. Mr. Curry will make his headquarters in San Francisco. Mr. Curry comes with excellent experience, having taught in Pittsburgh schools and for the last three years held a position in the home office.

---

Miss Margaret Poore, principal of the Manzanita school, Oakland, California, is a thorough believer in socialized study activity. Recently a demonstration of a social studies activity developed by the pupils of the sixth grade under the leadership of Mrs. Minnie Aldrich was ably staged. The dramatization was called Young America's Dream.

Scene I "Uncle Sam" writes children of Old Europe to meet Young America, who is most ungracious to his guests. In Scene II Young America has a dream. When he awakes he sees that he is deeply indebted to Old Europe. In Scene III Young America hastens to make amends to his cousins from across the sea.

In this play Mrs. Aldrich emphasized the following points: (1) to lead pupils to visualize the lives of Europeans: their homes, their dress, their work, their recreations; (2) to lead pupils to appreciate Europe's contribution to the comfort and happiness of Americans; (3) to stress only best characteristics and greatest achievements of Europeans in order to eliminate all feeling of superiority over peoples who differ from us usually; (4) to emphasize the interdependence existing among peoples of all countries; (5) to make our country's language beautiful for the many foreign peoples who come here.

Assisting in the work was Miss Nelda Brauer, who taught the music, and Miss Christine Behrman, who taught the eurythmy.

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Boyden G. Hall, who for four years taught in Orange County schools at Ocean View and Huntington Beach, is this year principal of the Covina grammar school.

B. M. Smith, district superintendent of the Owen grammar schools, and C. C. Carpenter, district superintendent of Azuza grammar schools, are joint authors of a little book on "Rules for Play-Ground Ball and General Suggestions for Physical Training Activities." The book has been adopted by the Tulare County Board of Education. It is published by Woodhouse & Hoskins, Dinuba, California.

---

Robert L. Bird, superintendent of San Luis Obispo County, is working toward the establishment of junior high schools throughout his county within the next four years. He is aiming toward the consolidation of grammar school districts to bring about the formation of such junior high schools.

## EVANGELINE

A Romance of Arcadia. By Henry Wadsworth Longfellow, with Introduction and Prose Version by Carolyn Sherwin Bailey, illustrated with scenes from the moving picture produced by William Fox. Milton Bradley Co., 20 Second street, San Francisco and Springfield, Mass., publishers. Price $3.00.

Longfellow's Evangeline has been the favorite of the school children for several generations. Its romance, its historical background, its rhythmic quality has a strong appeal to the child mind.

For the first time in the history of American literature, Longfellow's Evangeline has been given a proper setting, and this edition with the pictures and prose version will be welcomed by all lovers of good literature. The Milton Bradley Company, who have achieved the reputation of making "Quality Books," has accomplished a fine piece of work in this volume. It is impressive and has all the appearances of a $5.00 book.

Here for the first time is told the real history of the Acadians. Written in story form, it has the fascinating interest of a great work of fiction, yet every chapter is based upon existing records of the wanderings and trials of this unfortunate people. Many of the records from which the facts of this work were obtained have lain untouched for generations in the archives of the State House at Boston. Others were unearthed in New York, Philadelphia and New Orleans, destinations of the English ships which bore the Acadians from Grand Pré. In the book is incorporated a verbatim copy of the diary kept by Colonel Winslow during his stay at Grand Pré, containing his orders from the English government and his personal feelings in their execution. Through its pages walk Réne LeBlanc and other of the personages immortalized by Longfellow, whose names are inscribed in the records of the State.

The lives of these people have been definitely traced by Miss Bailey to the end, even to the little church in Philadelphia—"the home of the homeless"—where Evangeline's search through the years for her lover was rewarded. The church still stands, forgotten, a relic of past ages, surrounded by tall buildings of modern industry.

The attitude of the English settlers, their prejudices and sympathies toward the Acadians set down in their midst, are faithfully recorded. The book is more than a story—more than a fine edition of Evangeline—it is an important contribution to American literature upon a subject about which little has been written.

In its construction the book is of highest quality. The size is 7 x 9¼, printed on fine clear paper, from easy reading type, bound in extra quality dark cloth, stamped in gold. The packet is a beautiful reproduction of a painting by Marion Powers.

There are twenty duotone illustrations in the book, reproductions of scenes from the photoplay produced by William Fox. These were chosen because of their remarkable artistic value. From the portrayal of Evangeline herself to the realistic details of the village street at Grand Pré, these illustrations faithfully interpret the spirit and beauty of the poem to a degree rarely attained in illustrations by the most capable artists.

This edition of Evangeline will be welcomed as a dignified and valuable acquisition to any library. It is a book to read and treasure.

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## NEW METHOD OF APPROACH FOR BEACON PHONICS

By Grace Cassels

(From the Racine-Kenosha Training School Bulletin)

The immediate purpose in teaching phonics to primary grade pupils is to enable them to pronounce, by their own efforts, many of the words appearing in their reading lessons. Most of these words are already known by ear to the pupils but not by eye. Phonics gives pupils power to pronounce and to blend the sounds indicated by the letters of the words, the ear recognizing the words, and the pupils comprehending the meaning of the sentences in which the words appear.

There are two recognized and accepted methods of teaching phonics. The **Synthetic Method** arbitrarily teaches the sounds represented by the various letters of the alphabet, and then constructs words and syllables by blending and vowels. The most simple system of this kind is the Beacon Method. This system is now in use in the schools of Racine and Kenosha counties.

The other method is known as the **Analytic-Synthetic Method.** This system leads pupils to recognize that known words are composed of blended sounds, and to discover that these sounds may be separated from one another by oral analysis of the words. Pupils further discover that these sounds may be reblended to construct the original words from which they were obtained, and also that they may be reblended in different combinations from those in which they appear in the original words and when so reblended, other known ear words are constructed. New sound combinations are soon recognized by pupils as new words, and by means of phonic drills upon word lists pupils soon gain power to sound all phonetic words appearing in their reading lessons. The meaning of new words appearing in sentences is often made evident by the context of the sentence.

Teachers who are using Beacon phonetic charts and Beacon readers may employ the Analytic-Synthetic method in teaching phonics if they wish to do so. **Instead of teaching sounds of letters by means of stories, or other devices to stimulate attention and interest, let the pupils discover those letter sounds by an analysis of known ear words.** The Synthetic process of word building may be postponed until a somewhat later period and the word lists found upon the Beacon phonetic chart and in the Beacon readers should be used for drill purposes exactly as they have been used in connection with the Beacon method.

In conducting the school exercises during the early months of the first grade in reading and language, pupils should be made thoroughly familiar through action sentences with a number of action words containing the "short" sounds of vowels. (A type list was published in the October Bulletin.) Some of these words are **rap, sit, hop, run, step, get, stand, clap, skip, jump.** Since these are familiar ear words, the effort of the teacher should be directed toward making them known eye words as well. For example, the teacher may say to a pupil, "John, run to the door." Then say to the class as she writes the same direction on the blackboard, "This is the way the chalk says 'John, run to the door.'" In a short time the command is recognized by the pupils whether given to the ear or to the eye. Then change the command to different pupils—then make it slightly different to both ear and eye by having it "Hop to the door." Soon the pupils will be able to distinguish the two words which are different (run-hop) in the two sentences—and so **run** and **hop** become known as sight words.

If to the above list of action words are added **beg, lift, chop, bring, drink, wish, shut, kick** and **catch,** all the helpers found on the first fourteen pages of the Beacon phonetic chart will have been presented to the pupils.

While this kind of teaching is progressing—and, by the way, this is the very best kind of early thought reading—the pupils may be given experience and practice in analyzing simple words containing the "short" sound of the cowel "a." For example use the known word, **rap.** After it is thoroughly known as a sight word, write it on the blackboard and have it pronounced first as a whole, then in two parts, thus: rap ra p. Follow the same procedure with other known ear and eye words found on page two of the Beacon phonetic chart.

In this way—that is, by an **analytic process**—secure knowledge on the part of the pupils of the following sounds (s-h-t-p-n-m-r-a) and of the eight blends or helpers (sa-ha-fa-ma-pa-na-ra) found on page two of the Beacon phonetic chart. Then combine these initial blends or helpers as follows:

sa with p and t forming **sap** and **sat.**
ha with m and t forming **ham** and **hat.**
fa with n and t forming **fan** and **fat.**
ma with n, t, and p forming **man, mat** and **map.**
pa with n and t forming **pan** and **pat.**
na with p forming **nap.**
ra with n, m, p and t forming **ran, ram, rap** and **rat.**
ta with n and p forming **tan** and **tap.**

An example of this procedure is as follows: Write "sat" on the blackboard with a slight space between its letters, thus: s a t. Have pupils give the sounds singly **s a t.** Then exactly below "sat" write it again so that the blackboard appears like this: s a t sa t. Have pupils pronounce the word in two parts just as they appear to the eye with a slight pause between initial blend or helper and the final consonant. Then write "sat" immediately below the two already written so that it presents this appearance: s a t and sa t sat. Have the whole word pronounced.

After some practice of this kind with various known words from page two of the Beacon phonetic chart, develop the blending of other known words on this page of the chart somewhat as follows, using the blackboard and presenting the exercises in short but energetic drills in which all pupils in the class participate individually:

| | | | | | |
|---|---|---|---|---|---|
| s | sa | sat | f | fa | fan |
| s | sa | sat | r | ra | ran |
| h | ha | hat | r | ra | rap |
| f | fa | fat | r | ra | ram, etc. |

Then drill on the "short a" list in the right hand column on page two of the Beacon phonetic chart, and on similar lists in the Beacon Primer.

Similar preparatory work should be followed before using pages 3-5-7-9 and 11 of the Beacon phonetic chart. If the work on page two of the chart is carefully done, all that follows will prove easy. Pages 4-6-8-10-11-12 and 13 as well as the drill lists in the Beacon Primer should be used for practice in pronunciation in exactly the same manner as they have been used in the regular Beacon procedure.

In preparing page fourteen of the Beacon phonetic chart, be sure the pupils are perfectly familiar both by ear and eye with the words first used in the phonetic analysis. Use these words in sentences both orally and for thought reading. Begin with **jump** and **best.** When these words are recognized without difficulty, proceed on the blackboard to analyze them as follows:

(Have the pupils individually pronounce the words as they appear to the eye, either as wholes or in parts.)

| | | | |
|---|---|---|---|
| jump | best | ju s t | be n d |
| jum p | bes t | jus t | ben d |
| ju m p | he s t | just | bend |

After considerable practice of this kind with known ear words found on page 14 of the Beacon phonetic chart, have the pupils pronounce rapidly the words on that page of the chart and the word lists in Beacon Primer. A desirable rate of speed is thirty words per minute.

Preparation for page 15 of the Beacon phonetic chart may be made similarly to the preparation for page 14. Select for blackboard analysis some known words containing "short" vowel sounds and ending in one or another of the consonant digraphs or the consonant trigraph found on this page. For example:

| | | | | |
|---|---|---|---|---|
| dish | back | sink | catch | wing |
| di sh | ba ck | si nk | ca tch | wi ng |

It will readily be seen that from even this brief analytic introduction is possible to proceed synthetically as follows:

| | | | | | |
|---|---|---|---|---|---|
| di tch | ba nk | si ck | si ng | ca sh | wi nk |
| ditch | bank | sick | sing | cash | wink, etc. |

Then pronounce the word whole on page 15 of the Beacon phonetic chart and use the drill lists containing these consonant digraphs and the consonant trigraph in the Beacon Primer.

Follow the same method of introducing words of the kind found on page 16 of Beacon phonetic chart. "Snap your fingers," "Wave the flag," "Clap your hands," etc., are good examples of the use of these words in thought and action sentences. In phonetic analysis always have the vowel sound of the word sounded with the first two consonants, never try to sound these first two consonants without the vowel:

| | | | | |
|---|---|---|---|---|
| snap | drag | spot | twin | scum |
| sna p | dra g | spo t | twi n | scu m |

Always be careful when writing the words on the blackboard that the words written below begin with the same vertical line as here shown.

| | | | |
|---|---|---|---|
| whi p | ski ll | fla p | dro p |
| whip | skill | flap | drop, etc. |

In preparing drills for page 17 of Beacon phonetic chart, analyze known words of a kind that the final "e" added to the word containing a "short" vowel sound will produce a known word containing the long sound of the same vowel. Introduce but one such pair of words in the lessons, but review those already taught as the lessons proceed. Suggestions for this introductory work are as follows:

| For Mon. | For Tues. | For Wed. | For Thu. | For Fri. |
|---|---|---|---|---|
| at | cap | bit | hop | cut |
| ate | cape | bite | hope | cute |
| | Review | Review | Review | Review |
| | at | at | at | at |
| | ate | ate | ate | ate |
| | | cap | cap | cap |
| | | cape | cape | cape |
| | | | bit | bit |
| | | | bite | bite |
| | | | | hop |
| | | | | hope |

Drill on page 17 of the Beacon phonetic chart and on drill list in the Beacon Primer. Further drill is found on page 18 of Beacon phonetic chart.

The sounds of the vowel digraphs, the "r" affected vowels, the dipthongs, and other sounds found on page 19 of the Beacon phonetic chart may be arrived at by the analysis of the following words which should first be made familiar as sight words:

| | | | |
|---|---|---|---|
| rain | ai | cow | ow |
| say | ay | saw | aw |
| pie | ie | haul | au |
| my | y | cent | ce |
| road | oa | face | ce |
| toe | oe | gentle | ge |
| hue | ue | age | ge |
| mew | ew | too | oo |
| eat | ea | quick | qu |
| see | ee | car | ar |
| boy | oy | for | or |
| boil | oi | sir | ir |
| out | ou | fur | ur |
| | | herd | er |

The Field "Teacher's Manual" is a cloth bound volume of 335 pages. This gives a full outline for the teaching of the first year phonics by the Analytic-Synthetic method. Cost, 77 cents.

Ginn & Company has also published a miniature edition of the Field Phonetic Chart. The method followed in this chart is the analytic-synthetic method discussed in this article. This chart will be a valuable guide to any primary teacher of phonics. Mr. J. O. Tuttle, state representative of Ginn & Company in their common school department, will send this chart free of cost to any teacher who will write to him for it. This is an offer of which advantage should be taken at once by every teacher of reading in California.

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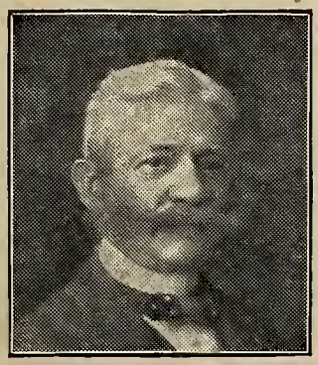

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**California, The American Period,** by Robert G. Cleland, Ph.D., head of Latin-American History Department, Occidental College, Los Angeles. Macmillan Company, 609 Mission street, San Francisco, New York and London, publishers. Illustrated with maps and plates. Price $4.00.

"This book, which complements Chapman's 'California: the Spanish Period,' has three claims to distinction. It is the fruit of many years of research and investigation, and meets in every particular the requirements of sound scholarship. Though full of local color, it chiefly emphasizes the national and international significance of California history. And finally it has about it a fascination of style that at once commends it to the reader.

"Here, within the compass of a single volume, Dr. Cleland has successfully condensed a hundred and twenty-five years of California history. He has emphasized the significant, and omitted the unimportant, and he has given to the whole a flavor of romance. The book is one for the library, for the student, and for the general reader."

Prof. Cleland has made a very valuable contribution to California historical literature. He has followed the beaten path and while his treatment is possibly clearer and more definite than Hittel, he has not contributed any material that has not been worked over many times before. The value of the book is in the fact that in Chapman's and this book we have the two great epochs in California history in an accessible form. Prof. Cleland is reliable in his statements, clear in his conclusions, and fair in his estimates.

**"I Believe in God and in Evolution,"** is a book of 100 pages by W. W. Keen, M.D. Published by J. B. Lippincott Company, Philadelphia. Price $1.00.

Dr. Keen is a great surgeon, and this book is based on his experience and his belief in God and in evolution is a contribution of faith and experience, quite different from Darwin and his followers.

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Bruce H. Painter, city superintendent, has been elected president of the C. T. A., Bay Region Section. Mr. Painter will undoubtedly furnish the teachers of this section with an excellent program. Let us hope also that he furnishes the educational journals and newspapers with some publicity "stuff."

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R. B. Walter is this year principal of the Arcadia grammar school. This is Mr. Walter's second year in California. Last year he taught in the Culver City grammar school.

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Mill Valley has just passed a bond issue for $17,000 for the Mill Valley schools, of which H. H. Matthews is district superintendent. This issue is to be used to pay bills contracted for and to buy additional ground for school purposes.

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### GRAPHS

Mrs. M. M. FitzGerald of the John Swett grammar school, San Francisco, has performed a great work for her teachers and pupils in map drawing. She has designed and finished the teachers' graphs for the drawing of the map of California, United States, North America, South America, Europe, Asia, Africa and the Islands of the Sea. These graphs, placed in the hands of the pupils, enable them to do quick and accurate work. We examined the work of over five hundred children and we have never before seen as good results. The blackboard work would appeal to anyone who is looking for efficiency. The John Swett School is not only distinguished because it bears the name of the great founder of California's educational system, but Mrs. FitzGerald is a great supervising principal and in addition thereto has a faculty of efficient and progressive teachers. Assistant Superintendent R. H. Lane of Los Angeles in a recent visit to the school was attracted by the "graphs" and the wonderful team work of Mrs. FitzGerald, the teachers and pupils.

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The Pasadena city schools, Superintendent John Franklin West, has recently made W. Hardin Hughes director of educational research and editor of Educational Research Bulletin. The first issues of the Bulletin are of unusual interest. Professor Hughes brings to the work ripe scholarship and experience.

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Placer County Teachers' Institute heartily endorsed the county free library system and ask that the system be established in the county.

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Dr. J. Franklin Bobbett will return to Los Angeles to continue his work on the high school curriculum as announced in the High School Research Bulletin, edited by Arleigh C. Griffin.

## HEALTH WORK IN THE JOHN SWETT SCHOOL

During the past school year the San Francisco School Department has stressed health work particularly in the establishment of milk classes for underweight children. The John Swett School was included in the group which started the work. Our milk class was organized Sept. 12, 1921.

Through fine co-operation there was a real division of labor whereby each teacher had a definite part in the work and lived up to her responsibility. Consequently the extra work entailed was done with good grace and a cheerful spirit. The teacher in charge of the milk class had to give so much extra service that hereafter she should be given extra pay. This will make for efficiency and continuity and thereby insure the success of the work.

We at once saw the opportunity of correlating the special work of the milk class with the school health program introduced by Mrs. John Collier. Therefore the first step in this intensive work was the weighing and measuring of the children. The results were recorded in three separate ways: first, on "Cho-Cho" cards for each child's use; second, on class charts furnished by the San Francisco Tuberculosis Association; third, on each child's monthly report card, which is promptly and regularly sent to parents for inspection and signature. We wrote upon each report card these two items: 1, Does weigh; 2, Should weigh. When the child was underweight we marked the deficiency in red ink the same as the other lessons.

Then the following letter was sent to the parents of all underweight children:

"Dear Parents: Children who are underweight very readily take any contagious or infectious disease. They are also very much in danger of developing tuberculosis. The only remedies for underweight are extra food, extra sleep in well ventilated rooms, and plenty of outdoor exercise.

"The John Swett School for twenty-five cents a week furnishes bread and milk at ten-thirty o'clock. Your child weighs —— pounds; he should weigh —— pounds.

"For the best interest of the child it is necessary that he should have this extra meal. Please give him the money for this purpose Thursday or Friday of each week.

"Yours for health,
"John Swett School."

This we requested to be signed and returned. We did "follow up" work whenever required.

We gave milk to anyone who wished to buy it and furnished it free to all children whose parents could not afford the price. This was done so privately that only the principal of the school and the teacher of the milk class knew who received free milk.

The following figures show the condition of affairs in the administration of the milk class.

I. Per capita amount of food furnished daily:

| | |
|---|---|
| Milk, pint | ½ |
| Bread, slice except Monday | 1 |
| Graham crackers, Monday | 2 |
| Butter, lbs. except Monday | 9 |
| | 1000 |
| Straw | 1 |

II. Per capita cost and gain.

Monday:

| | |
|---|---|
| Milk | $.03 |
| Crackers | .008 |
| Straw | .0006 |
| Total | $.0386 |
| Paid | $.05 |
| Cost | .0386 |
| Gain | $.0114 |

Other four days each:

| | |
|---|---|
| Milk | $.03 |
| Bread | .01 |
| Butter | .0025 |
| Straw | .0006 |
| Total | $.0431 |
| Paid | $.05 |
| Cost | .0431 |
| Gain for one day | $.0069 |
| Gain for four days | .0276 |
| Monday's gain | $.0114 |
| Other four days' gain | .0279 |
| Week's gain | $.039 |

This gain creates a surplus fund which pays for free milk and a few incidental expenses.

III. Beginning September 12, 1921, and ending June 1, 1922, our account shows:

| | |
|---|---|
| Total receipts | $1944.70 |
| Total expenditures | 1770.49 |
| Total balance | $ 174.21 |
| Number of days milk was served | 162 |
| Number of paid services | 39,334 |
| Which included free milk to | 2,500 |

The size of the milk class varied constantly. The highest number served weekly was 326.

IV. This spring term we had four weighings, showing the number of children underweight to be respectively 318, 313, 285, 255, this last number showing a decrease of 63. For the corresponding times we had underweight children taking milk as follows: 151, 136, 175, 145.

Next term we hope to be even more successful in persuading the children who need milk to take milk.

V. A careful tabulation was made of the forty-three children to whom milk was given free of charge, which showed that 93 per cent gained from a half to seven pounds in the fifteen or sixteen weeks during which they were served. Seven per cent neither gained nor lost weight. This probably was due to the fact that the extra food was consumed in the natural process of growth.

VI. We thought it would be necessary to measure the children only at the beginning of the new term, but found the growth so rapid that hereafter we must measure the children as well as weigh them every month.

VII. Each child learned these little lessons during the progress of the work:

1. To be well and to grow strong, eat nourishing food at meal times, drink lots of water between meals, take plenty of outdoor exercise, and go to bed early.

2. Milk, bread and butter, eggs, fruits and leaf vegetables are the best food for growing children, especially those who are underweight.

3. Milk is a perfect food. It gives the body lime to make hard bones, and butter fat and mineral salts to make strong muscles.

Early in November, 1921, the late Mrs. Helen P. Sanborn, then president of the San Francisco Board of Education, acting upon the request of the San Francisco Tuberculosis Association, gave permission to Mrs. John Collier, California representative of the National Child Health Organization, to make a demonstration of her work in the John Swett School.

My colleagues and I felt that our professional pride was involved in the matter and that it was incumbent upon us to cooperate in this demonstration to the fullest extent of our ability.

Two types of work were begun immediately:

1. Pupils' health work in the class-rooms to link up health with every subject in the curriculum in every way they possibly could.

2. Teachers' health work in committees to correlate health with all the subjects given, using the course of study as the basis.

The San Francisco School Department has a very complete and comprehensive course of study in nature work and science including physiology and hygiene and these subjects have always been well taught. The C. H. O. ideas had to shape themselves to the course of study, the work had to be done intensively, and it could take no more time than that allowed by the time schedule. Simply stated, the proposition was to sell health. Every teacher became an active saleswoman. The C. H. O. literature was studied and the teachers were encouraged to give expression to their originality. Some of my teachers have always done remarkable health teaching. The others quickly developed ability along special lines.

Everything we could do was done to arouse and stimulate the child's interest and to develop his initiative so that he would make health his chief concern in school and out of school and be "everlastingly on the job." The work was largely socialized and the pupils were just as busy and interested as their teachers and obtained great joy through self-expression. Needless to say, but I am glad to tell it, the children took the message to the homes which soon became as active as the school. With this all-round combination we have the hope that every member of every family in the neighborhood of the John Swett School will think health and strive for it as the greatest blessing heaven can bestow.

During the progress of the work special emphasis was given to foods, fresh air, water, sleep and all other agents that would tend to health and the establishment of health habits. Owing to the resistance developed through the extra meal in the bread and milk class and the mental attitude of the children toward health, we have had this term very little sickness comparatively, for which we are truly thankful.

In teaching the various subjects of the course of study we always have made effective use of posters, magazine pictures, and

other helpful devices, clearly realizing that all intensive work aids in establishing a study habit that leads to close application. We used all our known ways and means to promote this health campaign. Among them you will find:

1. Busy work books made by each pupil.
2. Health alphabets.
3. Collections of health advertisements.
4. Health truths in composition form.
5. C. H. O.-C. H. O. height and weight cards.
6. Happy's calendar so full of life and laughter. The children found fun and wisdom in the quaint and witty sayings which day by day were written on the blackboard, talked about, written about, and illustrated whenever possible.
7. Tooth brush drills and talks on the teeth and their care were given throughout the school by Miss Charlotte S. Greenhood and her assistant from the Division of Dental Hygiene, California State Board of Health. Prophylactic work was done for special cases throughout the school and also for all the fifth grade pupils by two students from the dental department of the University of California. These special services were secured to the school through the good offices of Mrs. John Collier.
8. Daily class inspections for cleanliness and health conditions.
9. Term measuring and monthly weighing of every child in the school.
10. Folk dancing, yard games and corrective and progressive physical exercises in class-room. Mrs. Graves, the assistant supervisor of physical education, gave us every assistance in her power. In reporting to me at the close of the term, she attributed the remarkable improvement in height and weight of "underweight children" taking milk, and a corresponding remarkable improvement in "underweight children" not taking milk to the intensive health work being carried on in the John Swett School.
11. Rhythmic writing to the music of the children's voices or that of the victrola was done in the third, fourth and the fifth grades.
12. Health stores in conjunction with arithmetic were specialized in the second and the fourth grades.
13. Drawings by pupils to illustrate health and science work.
14. Making of health posters as part of the term's regular work in drawing.
15. Making of health charts in the seventh and the eighth grades.
16. Health mottoes.
17. Health slogans.
18. Health limericks.
19. Health creed.
20. In the kindergarten and the primary grades we used also—

a. Health motion songs.
b. Health words set to the music of their school and other popular songs.
c. Health rhymes.
d. Construction work.
e. Health rays from C. H. O.
f. Little theatre with marionettes.
g. Dramatizations.
h. Fairy health house.
i. Blue star milk class charts.
j. Games, chief among which was "Chasing Coffee-pot and Tea-pot out of the class-room by means of milk bottles which represented the milk consumed in the milk class; etc., etc., etc.

Lack of time forbids a more detailed account of the work, but I shall read from teachers' reports, show you books and charts made by pupils, and some telling photographs which Mrs. John Collier had taken.

At the close of this term a report was made upon the two lines of work pursued, to-wit:

1. Class-room work.
2. Committee work on correlations.

It covers nearly four hundred typewritten pages and is a creditable addition to the literature of the subject.

In conclusion, I quote from a letter written in New York, June 23, 1922, by Miss Sally Lucas Jean, director of the National Child Health Organization:

"My Dear Mrs. FitzGerald:

"We are quite overwhelmed by the splendid report received this morning from Mrs. Collier. This volume is quite the most complete report that it has been my pleasure to receive.

"I am indeed grateful to you and I am sure you would be gratified indeed if you could hear the exclamations of pleasure from all the school people who have had an opportunity of going over your book. It has been a colossal task and we are most appreciative."

Finally I must say that the success of this demonstration is due to the efficient co-operation of the teachers of the John Swett School.

It has been a great pleasure to work with Mrs. John Collier and we appreciate her courtesy and her ability.

M. M. FITZ GERALD.

San Francisco State Teachers' College, July 27, 1922.

"Report of Health Work in the John Swett School."


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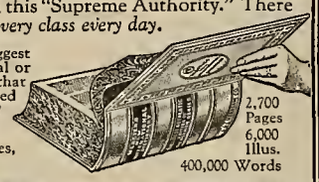


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## PLAYGROUND AS A PART OF THE FRESNO DISTRICT FAIR

Some five years ago, an experiment of operating a playground as a part of the Fresno County District Fair was inaugurated by the officials of the fair association. The first year, apparatus was borrowed from the Fresno city playgrounds. The movement seemed so popular that it has been repeated three years on the same basis. The second year the fair association purchased a certain amount of apparatus and installed it permanently on the fair playground.

Since the first playground, seven years ago, the proposition has now passed the experimental stage into a settled fact and is one of the outstanding features of the Fresno District Fair.

The attendance on the ground has grown from year to year, causing the necessity of twice as much apparatus being used this year as ever before; and even then, children had to await their turn for an opportunity to get on first one piece of apparatus and then another. The number of kiddies that attended the playground seemed to be limited only by the size of the grounds.

One of the particular reasons why the fair playground has proven so popular is because it gives fathers and mothers who bring their children to the fair with them a chance to visit certain exhibits that are non-interesting to the children while the latter are playing contentedly on the playground. There is usually a crowd of parents and fond admirers looking on at the playground, for invariably when the children are brought for play, the older ones become so engrossed in the good time the little folks are having that they linger for some time to enjoy the fun.

The playground was a particular feast for a large number of children from the rural districts, many of whom do not even yet have an opportunity to play on apparatus. The circle of singing games could neither one compete successfully against the varied apparatus with either city or country child.

Three slides were kept in continual use throughout the six days of the fair, while the baby swings never were out of use from the time the fair opened until it closed. The rotary teeters which oscillated as well as rotated, provided a "big kick" for many a ten-year-old boy and girl. The single teeter was a novelty to all and, naturally, had to be tried out by each and every child in turn. The big rock-a-bye swing provided amusement for twelve or fourteen youngsters at a time, while the rockers took care of the little fellows. The rockers were gorgeously painted, representing boats, rabbits, etc., which added greatly to the amusement of the little tots. The climbing tree provided something to climb that, for once, the children were not told to get off. Many a boy and girl, both large and small, were trying with all their grip and strength to negotiate as many trips as possible around the circle rings. One little fellow made it ninety-two times for a state record.

For the older boys and girls high swings, flying rings, trapeze, horizontal bars and sailor ladders provided ample amusement as well as an opportunity for splendid exercises. The settee swing, over in the corner of the grounds which was tried out simply as an experiment, on second thought, proved to be a most popular piece of apparatus. It was something new and the children got extra pleasure through this feature.

Each year special features have been used in connection with the playground, such as Santa Claus, who one year meandered around among the children, told stories and brought out the fact that all the children must be good if he was to come and visit them again Christmas time. A health clown put in his appearance at the playground one year, much to the delight of all the youngsters and not only provided fun and merriment, but also gave many useful hints on health and hygiene.

The playlet of "The Three Bears" and another little playlet entitled "The Garden Fairies," which brought in many of the nursery rime characters, furnished no small amount of pleasure to the little folks.

In one corner of the playground, a large canvas tent was raised, floor put in and water facilities supplied, next, tables, chairs, scales and other facilities were installed, and with the addition of several nurses and an expert doctor, everything was in readiness for the baby show in the interest of better babies. For classification, the city children were put into one class and the country children into another; each of these classes was sub-divided into boys' and girls' classes, and again each of these classes was divided into four classes, representing babies from six months to one year of age; from one year to two years; from two years to three years, and from three years to four years, in all, giving sixteen classes. A suitable prize was awarded to the winner of each class. The competition was limited to two hundred and fifty competitors, though double that number would have been entered had the facilities and help permitted. Each mother was provided with a pamphlet on hygiene, food and care of the child. The contest proved very popular and helpful at the same time. The playground was in operation all day long, while the baby show was in operation only in the afternoon.

Playground supervisors and assistants were loaned to the Fair Association from the city playgrounds, so that the children had trained supervision throughout the entire week. It was estimated that over twelve thousand children used the playground during the week.


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## MEETING OF THE CALIFORNIA TEACHERS' ASSOCIATION, CENTRAL SECTION, AND INSTITUTES OF FRESNO, KINGS AND MADERA COUNTIES AND FRESNO CITY AT FRESNO, NOVEMBER 27, 28, 29, 1922.

Fifteen hundred teachers from Fresno, Kings and Madera Counties and from Fresno City attended institute and meetings of the California Teachers' Association at Fresno, November 27, 28, 29, 1922.

A full and varied program had been prepared by President Robert J. Teall of Madera and Secretary Mrs. M. L. Richmond, county superintendent of Kings County.

W. W. Kemp, president of the San Jose State Teachers' College, gave an address on Education and the State. Mark Keppel, superintendent of schools of Los Angeles County and president of the Executive Council of the California Teachers' Association, spoke on Legislation that would be taken up at the next meeting of the California State Legislature. Dr. David P. Barrows, president of the University of California, gave a masterly address on the Chances of the Peace Treaties. Dr. Aurelia M. Reinhardt, president of Mills College, presented An Educator's Impression of Europe in 1922.

Section meetings covering almost every field of high school and elementary school problems were well attended. An evening was given to music and dramatics, in which students from Sanger, Hanford, Fowler, Reedley and Selma high schools took part.

Music programs before each of the general sessions were given by various schools of the counties participating.

The meetings were held in the Fresno high school and Dalbert Brunton, the principal, saw to it that the visiting teachers were well entertained.

William John Cooper, superintendent of Fresno schools, was elected president of the C. T. A., Central Section, for the coming year. Other officers elected were: vice-president, J. A. Graham, principal of Lemore union high school; treasurer, O. S. Hubbard, district superintendent of schools of Madera; secretary, Miss Winifred Wear, principal of grammar schools at Chowchilla. Members of the council: Delbert Brunton, principal of Fresno high school; Robert J. Teall, principal of Madera high school, and Mrs. M. L. Richmond, superintendent of schools of Kings County.


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## WESTERN SCHOOL NEWS

Superintendent Condon of Cincinnati, Ohio, was a recent visitor to San Francisco.

Superintendent Harry Bruce Wilson, the superintendent of Berkeley schools, has had a number of invitations to conduct classes in "City School Administrations" and "Improvements in Class Room Instruction" in Eastern universities, especially in the Summer School of the University of Pittsburgh. Superintendent Wilson, however, will be one of the principal instructors in Summer Session, University of California.

Superintendent George Albee of Eureka has been re-elected at an increased salary for a term of four years. Superintendent Albee is one of the standardized schoolmen of California, a product of our schools, and a man of integrity and ability.

E. W. Locher, the enterprising young principal of Lincoln high school, was secretary of the Placer County Annual Institute conducted by Superintendent Burns.

Hon Stanley B. Wilson of the State Board of Education, was the guest of honor recently of the Sequoia Club of San Francisco, and made a tremendous hit with his translation into action of service and the interpretation of life in California as represented in his poem, "The Call of California."

Superintendent Horace M. Rebok of Santa Monica, one of the outstanding school administrative philosophers of the West, has introduced an innovation in abolishing all committees on the Board of Education and that all various functions of committees will be performed by the board as a whole, and by recommendations from the city superintendent's office.

Superintendent Irwin Passmore scores the system of election of county school superintendent in Butte County under the County Charter Act. "Better stay by election by direct vote of all the people, or have a board of experts appointed. The nearer we keep to the people as the source of political power the better for all. The people may not be right all the time, but there is always a fighting chance."

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Superintendent Mark G. Wood of Fairfield, Solano County, one of the most progressive supervising school principals in the State, has purchased for the school a moving picture machine, and has established a fine band in the school. The Parent-Teachers Association has greatly aided in providing the instruments.

The Los Angeles Free County Library under direction of Celia Gleason has made wonderful progress the past few years. It has at present 325 branches and 52,500 card holders. The county branches contain 324,880 volumes.

Julia Babcock of the Kern County Free Library is giving a notable service in all parts of the county. Her assistants this year have made an innovation, and will conduct a "Children's Book Shop." There is no place in Bakersfield where children can bring the latest books, and artistic and readable books. This will be a real service, for the ownership of books, like the ownership of a home, is a fundamental element of our civic life.

Fred T. Moore, ex-superintendent of Alameda city schools, was a visitor at the City and County Superintendents' Convention. Mr. Moore was prominent in educational affairs of California. He was president of C. T. A. and active in the various progressive educational movements. He is now conected with a New York and Chicago textbook publishing house.

The American Constitutionals has been organized in Knoxville, Tenn., with the avowed purpose of making the Constitution the supreme law of the land. It admits to membership all loyal Americans, Protestants, Jews, Catholics, and is opposed to bigotry, invisible power, masked conspiracy, and for liberty, harmony and justice.

The Superintendents' Bulletin of the Oakland public schools, Fred M. Hunter, superintendent, contained a splendid tribute to Irvin D. Martin, who died October 24, 1922. He served in the schools of Oakland since 1896. The Bulletin contained the following:

"Irvin D. Martin
A Loyal, Just, Fearless, Farseeing
School Leader
We Mourn His Death."

The report of the Committee of Five, appointed by the State Board of Education, has been printed. The report is an excel-

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lent one and should lay the ghosts of bigotry under the guise of patriotism that so frequently is back of the complaints about our history books. The committee consists of E. D. Adams, chairman; E. I. McCormac, A. H. Abbott, J. A. Nowell, W. W. Mather.

---

The City School Bulletin, printed by the San Diego High School pupils, is a fine example of a school paper. The issue of December 1st contains program for American Education Week and many short articles.

---

The Board of Education of San Francisco are to be congratulated because San Francisco people voted them twelve million dollars for new school buildings and more adequate playgrounds by a vote of six to one.

---

Superintendent Alfred Roncovieri held his annual institute the week of November 27, 28, 29. Among the instructors were John Cowper Powys and brother Leo. During the institute some original music by Superintendent Roncovieri was rendered and the audience showed its appreciation. Mayor James Rolph, Jr., appeared and made an address in which he expressed a desire that the administration provide a place for Superintendent Roncovieri on account of his twenty-one years of service to the children of San Francisco. The two thousand teachers were not only generous but enthusiastic in their applause. Under the charter amendment 37, Superintendent Roncovieri's term of office expires in January and this was considered his farewell appearance as institute director. The teachers certainly gave him an ovation.

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Ethel I. Salisbury of Los Angeles, University of California, Southern Branch, has written introduction to Norine Connelly's book, "Children's Songs and Stories of the Wild Flowers." The book is for second grade children, illustrated. Harr Wagner Publishing Company.

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Frederick Dohrmann, Jr., in speaking of the great building program for San Francisco schools before the San Francisco Teachers' Institute made a hit with teachers when he said that he would oppose the law recently adopted in Oregon that would practically close all private schools.

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Will S. Monroe, Montclair, N. J., is back on the Normal College faculty after a prolonged vacation necessitated by over-devotion to mountain climbing and trail blazing in 1920. Professor Monroe has been one of the vital factors in my professional life since the first year that I came to the Journal of Education. That first summer, 1886, when I lectured for the first time at a summer school, the Charles F. King Summer School of Methods at Saratoga, Will S. Monroe was one of the vitalizing factors, and it was he who, the next autumn, arranged for two Pennsylvania institutes, the first institutes at which I ever officiated. For several years, in Pennsylvania, and then as superintendent of Pasadena, he was one of my closest friends and one of my valuable professional assets. It is a joy to know that his indisposition was not as serious as it threatened to be. Among the "people who have helped me," as the fad phrase is, I must write Will S. Monroe in large type.—A. E. Winship in Journal of Education.

---

Judge Peter J. Shields of Sacramento, California, recently rendered a decision in the case of A. L. Goldsmith vs. Sacramento City Board of Education. Mr. Goldsmith was dismissed for "unprofessional conduct." The judge upheld the Board of Education, and the superintendent, C. C. Hughes, and gave some very interesting definitions of unprofessional conduct. Job Wood, Jr., of the State Office, was kind enough to send the Journal a transcript of the decision.

---

Superintendent C. J. Du Four of Alameda has had remarkable success and results from a milk project in nutrition that has been carried on for the last seven weeks in the Alameda elementary schools. Mr. Du Four has had accurate check kept of the project in order to find out if it was worth the effort made by the principals and teachers and worth the time consumed by the pupils.

The records show there were 605/10 per cent underweights at the first weighing. At the last there were 367 or 61 per cent of the 10 per cent underweights left. Two hundred and thirty-eight children, or 39 per cent, had passed out of the 10 per cent underweight class. A total of 558, or 92.23 per cent, had gained in the 10 per cent underweight class, 44 or 7.27 per cent had not gained, and only 3 or .5 per cent had lost weight. These 605 children represent some 90 per cent of the 10 per cent underweights in the Alameda elementary schools.

This milk ration is not obligatory to the underweight child or taboo to the normal child. Children not underweight are allowed to participate and around 1600 pupils are received each week.

Each Friday 20 cents for the coming week is collected, so that arrangements can be made for the delivery of the milk. Each child receives half a pint of milk, two graham crackers and a straw. The actual cost is a fraction over 18 cents. The money overcost is used to feed such children as are unable to contribute.

---

Owing to the exigencies of the occasion, the city superintendents did not challenge the county superintendents to a baseball game. The third game of the series was postponed to next year.

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Ira C. Landis, the silver-tongued pitcher from Riverside County, said the county superintendents would ultimately win.

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Mark Keppel, superintendent of Los Angeles County, in replying to Major Davies' address of welcome boosting his own city, admitted that Oakland had a few points in its favor.

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The election of Mrs. Grace C. Stanley as commissioner of elementary instruction met with universal approval.

---

Mrs. Margaret Schallenberger McNaught was paid many beautiful compliments at dinners given in her behalf.

---

Bookmen were in attendance en masse. The ranks these last two years have been almost doubled.


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## BOOK REVIEWS

**The Broom Fairies and Other Stories,** by Ethel M. Gate.

Eight fairy stories told with irresistible charm and suggestive of school-room activities compose this book, which every teacher looking for readable, suggestive and imaginative material will find useful. The preface includes some helpful suggestions for handwork that will carry the lesson of the stories home to the child through activities. (Silver-Burdette & Company, New York.)

**The Fortunate Days,** by Ethel May Gate. This volume offers a collection of fairy tales that will carry the children into another world of living imagination and delight. It will fill one of the purposes of imaginative literature which it has been said should "set tingling any cramped and unused nerve in growing nature." The experiences of a tailor, Hassan of Constantinople, who "possessed a most beautiful cat" with whom he traveled into unknown countries, including the moon, via the moonbeams, through a period of nine days, furnishes an open gate through which the mind may wander in unalloyed delight. The book is one which will please every child who likes fairy tales and it could even convert those rare few who need to have their imagination cultivated. (Silver-Burdett & Company, New York.)

**Emerson & Betts—Hygiene and Health.** More and more we are beginning to realize that we know the most about the things we can actually do. Realizing this, the next step is to make use of it. Educators are utilizing the theory and textbooks that include "things to do" for the children are those that are getting the best results. A book that exemplifies this method is the first of the series of the Emerson and Betts "Hygiene and Health." The aim of the book is to make the children form the right habits of physical living. They are taught in these lessons to "do the things that lead to health and vigor and to avoid the things that injure and weaken." Observation in the small matters of daily life, comparisons and results are emphasized. One of the charming features is the style. Stories in illustration with a direct appeal to the children and a well brought out point that carries the lesson home in every instance, make the book, not a task to read but a pleasure. Headings in some of the chapters include "Finding out about your family", "Health Problems" and "Interesting Things to Do". Children are as interested in causes and results as are adults. Material presented in this way rather than dry textbook style creates interest and leaves an impression that would otherwise not be roused. One of the strong attractions is the "Good Health Games" included. Here again the children will learn through activity. How much more fun it is to learn through play activities than to be told to "stand up and take your exercises." The content of the book includes the essentials of hygienic practice without over-emphasis on physiology and anatomy. Its use should develop an understanding of the human body, which is invaluable to those who would cultivate health and strength in mind and body. (Bobbs-Merrill Company, Indianapolis.)

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**Modern Hygiene. Hygiene and Health. A Study in Vocational and Community Hygiene,** by Mary S. Haviland.

"This little book is an attempt to make the future worker and citizen realize that only as he forms and keeps health habits can he be happy and successful, and that only as he and his fellows contribute to the health of their communities can American democracy realize its ideals," says the author in introducing her book, which forms a solid groundwork of knowledge upon which to build good health. With comprehensive chapters on the details of living, which include eating, breathing, seeing, hearing, dressing, and some information about diseases and the entire work, well illustrated, the author has presented to the school room and the public a readable book that has value in every lesson. Questions and suggestions at the close of each chapter by Emma Dolfinger of the Normal School, Louisville, Kentucky, add a definite working plan which vitalizes the material and puts into practice the lessons of each chapter coupled with observation on the part of the pupil. (J. B. Lippincott Company, Philadelphia.)

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E. W. Locher, the enterprising young principal of Lincoln high school, was secretary of the Placer County Annual Institute conducted by Superintendent Burns.

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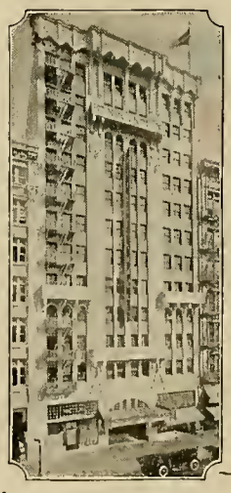

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O Captain! My Captain! our fearful trip is done,
The ship has weathered every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:

But, O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen, cold and dead.

O Captain! My Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you boquets and ribboned wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning:

Here, Captain! dear father!
This arm beneath your head!
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchored safe and sound, its voyage closed and done;
From fearful trip the victor ship comes in with object won;

Exult, O shores! and ring, O bells!
But I, with mournful tread,
Walk the deck my Captain lies,
Fallen, cold and dead.

—Walt Whitman.

# Source Material and Suggestions for the Celebration of Lincoln's Birthday, February 11, 1809, and Washington's Birthday, February 22, 1732

By Ruth Thompson

### WASHINGTON AND LINCOLN
By William McKinley

The greatest names in American history are Washington and Lincoln. One is forever associated with the independence of the States and the formation of the Federal Union; the other with universal freedom and the preservation of the Union.

Washington enforced the Declaration of Independence as against England. Lincoln proclaimed the fulfillment not only to a down-trodden race in America, but to all people for all time who may seek the protection of our flag. These illustrious men achieved grander results for mankind within a single century than any other men ever accomplished in all the years since the first flight of time began.

Washington drew his sword not for a change of rulers upon an established throne, but to establish a new government which should acknowledge no throne but the tribute of the people.

Lincoln accepted war to save the Union, the safeguard of our liberties, and re-establish it on indestructible foundations as forever "one and indivisible." To quote his own words: "Now we are contending that this nation under God, shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

### ABRAHAM LINCOLN

A little log cabin on Nolin Creek, Hardin County, Kentucky, was the birth place of Abraham Lincoln, February 12, 1809. This cabin, surrounded by dark forests, was the home of the little boy for the first four years of his life. The log cabin was of the crudest kind and had a dirt floor. The Lincolns were pioneer settlers and their lives were very much like the Indians, for it was necessary to hunt and kill for food and clothes.

When Abraham was seven years old his father went into Illinois on a trip. He carried tools and weapons of defense with him and plenty of food. He travelled on a flat boat down Salt Creek to the Ohio River. He located a home for his little family in Indiana. When he returned and told the family they all helped gather their things together and pack. Abraham's sister and his mother took turns riding on the horses as they wound their way through the forests to Indiana.

Abraham was old enough to be of some help to his father in building the new cabin. He learned how to be of use both in the house and out doors. It was well for his mother that he was useful, for she was not strong and well. Two years later she died and the little family was left to manage as best it could. Abraham helped his father make his mother's coffin. It was at this time that he wrote his first letter. It was to a preacher asking him to stop and say a prayer over his mother's grave when he passed that way.

A year later Mr. Lincoln married again. The step-mother was kindly and pleasant and to her as well as to his mother, Lincoln always acknowledged a deep debt of gratitude for loyalty, kindness and encouragement.

The early life of Lincoln was spent amidst hardship and toil. He hunted, ploughed, chopped down trees, split fence rails and assisted his father in every way he could. The nearest school was five miles distant. Altogether Abraham attended about one year at different intervals. The teacher was competent in teaching, reading, writing and arithmetic. Beyond those subjects there were no lessons. This was not discouraging to Lincoln. He discovered early the practical uses of knowledge. He determined to acquire all he could. A schoolmate writes of him at this time:

"He was always at the head of his class and passed us rapidly in his studies. He lost no time at home and when he was not at work, was at his books. He kept up his studies on Sunday and carried his books with him to work, so that he might read when rested from labor."

He was not disturbed at home when he read and his stepmother told a friend that he was always allowed to read until he closed the book of his own desire.

The books the Lincoln family owned were the Bible, Aesop's Fables, Robinson Crusoe, Pilgrim's Progress. He read these books again and again. They became a part of him. Daylight sometimes served as the first reading hour in his bed in the loft of the cabin; day time found him with his book in the field, snatching a little time while his horse rested in the furrows; evening found him by the fireplace reading until the last sparks took the light with them. It was his custom to read all he could; to think over what he had read and then to try, after he went to bed, to review what he had read in words so as to improve his expression and vocabulary. When he could get a newspaper he often memorized the political speeches quoted in them. The story is told of Lincoln's borrowing a book from Mr. Crawford, who lived several miles away. It was Weem's "Life of Washing-

* Extra copies of this magazine will be mailed to teachers at a cost of fifteen cents per copy.

ton". It is said it laid the foundation of his political education. However, he thrust the book in between the log wall at his bedside. It rained during the night and the book was thoroughly soaked. Lincoln walked to Mr. Crawford's farm and told him of the disaster. The owner of the book said that the boy could pay for it by working for him three days. He did. He then owned the water-soaked book. He dried it and treasured it afterward for many a day. In a speech before the Senate Chamber at Trenton in 1861 he refers to this period of early reading: "I remember all the accounts there given of the battlefields and struggles for the liberties of the country; and none fixed themselves upon my imagination so deeply as the struggle here at Trenton, New Jersey. The crossing of the river, the contest with the Hessians, the great hardships endured at that time,—all fixed themselves on my memory more than any single Revolutionary event; and you all know, for you have all been boys, how those early impressions last longer than any others."

In 1830, when young Lincoln was twenty-one years of age, the family moved once more. This time the new home was on the Sangamon River, ten miles from Decatur, Illinois. Lincoln had fairly earned his way as a member of the household, but now that he had come of age he wished to go out into the world for himself. First he helped his family move to their new home. They packed all they had in wagons, harnessed oxen to them and for two weeks across mountains, swamps and through dense forests they travelled into the wilderness. Then again they built a new home. Young Lincoln helped to build the new house and he split enough rails to fence the house and ten acres of ground.

The first winter away from home was spent by Lincoln helping the farmers who lived in the clearings. The snow was very deep that winter. It was during this winter that he met Offutt, who asked him to go down the Sangamon River to the Illinois and from there to the Mississippi River to New Orleans in a flat bottom boat laden with produce for the market. Lincoln and his two companions on the trip, John Hanks, his uncle, and John D. Johnson, his step-brother, helped to build the boat. With the melting of the snow in the spring time it was launched and the trip begun. Once the boat stuck and remained for a day. Then Lincoln went to the town of New Salem, Illinois, and met some of the people. He later made his home there for a short time.

In New Orleans Lincoln gained his first terrible impressions of slavery. He visited a slave market one day and saw wives being sold into families where their husbands could not be. He saw little children separated from their mothers. He saw old slaves beaten and mistreated. He could not bear the sight. He turned to his companions:

"Come away, boys. If I ever get the chance to hit that thing, I'll hit it hard!"

He did get the chance and he hit it so hard a blow that it fell, never to rise again.

After travelling to New Orleans and visiting his family, who had moved by this time to Goose-Nest Prairie, Illinois, he returned to New Salem, where his boat had been stranded on his trip, to make his home. Here he was occupied with a number of jobs. He served in the Black Hawk War as private and captain; he served as postmaster and carried the mail in his hat; he clerked in a store for Mr. Offutt.

While acting as clerk in the store Lincoln gained the title of "Honest Abe." Once he overcharged a woman on a small bill, six and a quarter cents. When he discovered his mistake on making out his accounts at the close of the day, he reserved the cents and at closing time walked several miles to the woman's home to pay her the money due. Another time he found he had not given a woman enough tea, a four-ounce weight being on the scales. He took the surplus amount of tea to the woman. These small incidents illustrate Lincoln's conscientiousness and honesty.

Lincoln was greatly liked in New Salem. He was good at hunting, fishing, racing, wrestling and all games. He was 6 feet 4 inches in height and though striking in appearance he was very homely. He was long, lanky and dark. But his deepset eyes beamed with kindness and his strong features were stamped with the integrity, honesty and kindness which he showed in all his dealings. The story of his appearance is told of a little girl and her father who paid Lincoln a visit at the White House when he was President of the United States. Lincoln, who always loved children, took her on his knee and charmed her with his stories and fun. Suddenly she exclaimed to her father, "Oh, Father, he isn't ugly at all. I think he is just beautiful!"

Lincoln's influence among the people of New Salem grew. It was founded upon respect for his uprightness. He was so intelligent, sympathetic, witty and unselfish that when he entered upon a political career these qualities were remembered by his friends.

In 1834 for three consecutive terms Lincoln was elected to the Legislature. It was during his political canvass that Lincoln met John T. Stuart of Springfield, Illinois. He was a lawyer and was very much impressed with Lincoln. "Honest Abe" now decided to study law. Stuart offered to loan his books. It was no unusual sight to see Lincoln swinging along the twenty-mile road from New Salem to Springfield to borrow or return a book. He later moved to Springfield and in 1837 was admitted to the bar.

Lincoln's name became famous during the Lincoln-Douglas debates. In the ten years preceding these debates Lincoln made a reputation as a lawyer and an orator. The Kansas-Nebraska Bill which was passed, having been prepared by Stephen A. Douglas, threatened the spread of slavery. This roused the people of the North who were vigorously opposed to it. Lincoln was especially bitter on the slavery question. He became the leader of the opposition in the then Western States.

The most exciting and remarkable political canvass the country had ever experienced took place in 1858 during the Lincoln-Douglas debates. Both Lincoln and Douglas were running for the United States senatorship. The question of slavery was the question of the moment. Lincoln made his famous speech at the Republican convention at this time: "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free."

Lincoln proved himself superior to his opponent in the seven debates which followed, but he was not elected Senator. During the debates Lincoln often rode from one town to another in a caboose or freight train, and this was frequently side-tracked, while the special train on which Douglas rode in state went flying by. One day while stranded thus Lincoln remarked amusedly: "The gentleman on that car evidently smelt no royalty on our carriage."

In 1849 Abraham Lincoln was offered the governorship of Oregon Territory by President Taylor. Mrs. Lincoln objected to going so far west, so the offer was refused. It would have probably changed the history of the United States considerably had he accepted.

In the Lincoln-Douglas debates admissions had been forced from Douglas regarding slavery which killed his chances of being President of the United States. In 1860 the Republican National Convention named Abraham Lincoln for President and he was elected.

Of Lincoln as President James Russell Lowell says: "Never did a President enter upon office with less means at his command, outside his own strength of heart and steadiness of understanding, for inspiring confidence in the people and so winning it for himself, than Mr. Lincoln. . . At first he was so slow that he tired out all those who see no evidence of progress but in blowing up the engine; then he was so fast that he took the breath away from those who think there is no getting on safely while there is a spark of fire under the boilers. . . . . Homely, dispassionate, showing all the rough-edged process of his thought as it goes along, yet arriving at his conclusions with an honest kind of everyday logic, he is so eminently our representative man that, when he speaks, it seems as if the people were listening to their own thinking aloud. The dignity of his thought owes nothing to any ceremonial garb of words, but to the manly movement that comes of settled purpose and an energy that knows not what rhetoric means."

Lincoln was pledged as President, not to abolish slavery, but to prevent its spread and to preserve the Union. However, as soon as Lincoln's election was assured, the States began seceding from the Union and by the time of his inauguration, March 4, 1861, seven states had seceded and formed the Confederate government. The government offered to purchase the slaves of those states that remained loyal to the Union. Lincoln declared that the government would not attack the seceding states, but if that it would "defend, protect and preserve if attacked." The government was indeed driven to this, for the Confederates began their bombardment at Fort Sumpter in April, 1861, and the Civil War began.

Through this struggle of brother fighting brother, of families arrayed against themselves, of the breaking of the heart of the Union, Lincoln struggled to preserve the Union, as he had pledged himself to do. He believed that without union there could be liberty for neither race. On January 1, 1863, he issued the Emancipation Proclamation. The slaves were freed. He had "hit it hard", as he had prophesied he would when a young man.

Lincoln was elected president for a second term in 1864. In his second inaugural address his closing lines are famous: "With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the na-

tion's wounds; to care for him who shall have borne the battle, and for his widow, and his orphans—to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations."

The end of Abraham Lincoln's life came just six weeks after his inaugural address. It is said that if he had not been murdered it is doubtful if he could have lived through his second term so great was the strain of his responsibility upon him. John Wilkes Booth, an actor, shot the President on the evening of April 14, 1865, when he was attending Ford's Theater in Washington with his wife. He had had a hard and strenuous time, but one of his methods of refreshing himself was to drop the affairs of state and have an absolute change. This evening just before the third act there was heard in the theater the muffled sound of a pistol shot. A man dropped from the President's box down to the stage. He recited a few words and left. Leaning far from the box above came the voice of the President's wife, "He has killed the President!" In a moment the house was in an uproar. Many people were trampled on in their efforts to escape and catch the fiend. The body of the dying Lincoln was tenderly carried out. He died early the next morning without recovering consciousness. His was a painless death. In that moment he was freed from the sorrows of the earth which he had sought to alleviate, to the priceless peace of eternity. The grief of the people of the nation was overwhelming, "their common manhood had lost a kinsman."

### Lincoln's Gettysburg Address

In July, 1863, the battle of Gettysburg was fought. The following November the field was dedicated a National cemetery. Lincoln made the following brief address to a tired audience. Those who heard it did not realize its greatness until it appeared in print. A great American speaker, Edward Everett, gave the principal address in two hours of oratory. He later wrote to Lincoln: "I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes." The speech is faultless in literary style and lofty in sentiment:

**Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this; but in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us; that, from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth.**

### WORDS OF ABRAHAM LINCOLN

Let us have faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it.

I am not bound to win but I am bound to be true. I am not bound to succeed but I am bound to live up to what light I have.

I must stand by anybody that stands right—stand with him while he is right and part with him when he goes wrong.

Learn the laws and obey them.

He sticks through thick and thin—I admire such a man.

Success does not so much depend on external help as on self-reliance.

It is better only sometimes to be right than at all times wrong.

Gold is good in its place; but living, brave and patriotic men are better than gold.

My experience and observation has been that those who promise the most do the least.

This country with all its institutions, belongs to the people who inhabit it.

I remember my mother's prayers, and they have always followed me. They have clung to me all my life.

Those who deny freedom to others deserve it not for themselves; and under a just God cannot long retain it.

God must have loved the plain people. He made so many of them.

You'll never regret what you don't write.

### LINCOLN, THE MAN OF THE PEOPLE

When Norn Mother saw the Whirlwind Hour
Greatening and darkening as it hurried on,
She left the Heaven of Heroes and came down
To make a man to meet the mortal need.
She took the tried clay of the common road—
Clay warm yet with the genial heat of Earth,
Dashed through it all a strain of prophecy;
Tempered the heat with thrill of human tears;
Then mixed a laughter with the serious stuff.
Into the shape she breathed a flame to light
That tender, tragic, ever-changing face.
Here was a man to hold against the world,
A man to match the mountains and the sea.

The color of the ground was in him, the red earth;
The smack and smell of elemental things—
The rectitude and patience of the rocks;
The good-will of the rain that falls for all;
The courage of the bird that dares the sea;
The gladness of the wind that shakes the corn;
The friendly welcome of the wayside well;
The mercy of the snow that hides all scars;
The undelaying justice of the light
That gives as freely to the shrinking flower
As to the great oak flaring to the wind—
To the grave's low hill as to the Matterhorn
That shoulders out the sky.

Born of the ground,
The Great West nursed him on her rugged knees.
Her rigors keyed the sinews of his will;
The strength of virgin forests braced his mind;
The hush of spacious prairies stilled his soul.
The tools were his first teachers, kindly stern.
The plow, the flail, the maul, the echoing ax
Taught him their homely wisdom, and their peace.
A rage for knowledge drove his restless mind:
He fed his spirit with the bread of books,
He slaked his thirst at all the wells of thought.
Hunger and hardship, penury and pain
Waylaid his youth and wrestled for his life.
They came to master, but he made them serve.

From prairie cabin up to Capitol,
One fire was on his spirit, one resolve—
To strike the stroke that rounds the perfect star.
The grip that swung the ax on Sangamon
Was on the pen that spelled Emancipation.
He built the rail-pile as he built the State,
Pouring his splendid strength through every blow,
The conscience of him testing every stroke,
To make his deed the measure of a man.

So came the Captain with the thinking heart;
And when the judgment thunders split the house,
Wrenching the rafters from their ancient rest,
He held the ridgepole up, and spiked again
The rafters of the Home. He held his place—
Held the long purpose like a growing tree—
Held on through blame and faltered not at praise.
And when he fell in whirlwind, he went down
As when a lordly cedar green with boughs
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.

—By Edwin Markham.

### LINCOLN

LINCOLN! When men would name a man
Just, unperturbed, magnanimous,
Tried in the lowest seat of all,
Tried in the chief seat of the house—

Lincoln! When men would name a man
Who wrought the great work of his age,
Who fought and fought the noblest fight,
And marshalled it from stage to stage,

Victorious, out of dusk and dark,
And into dawn and on till day,
Most humble when the paens rang,
Least rigid when the enemy lay

Prostrated for his feet to tread—
This name of Lincoln will they name,
A name revered, a name of scorn,
Of scorn to sundry, not to fame.

Lincoln, the man who freed the slave;
Lincoln whom never self enticed;
Slain Lincoln, worthy found to die
A soldier of his captain Christ.

—MacMillan's Magazine, England.

### LINCOLN

Heroic soul, in homely garb half hid,
Sincere, sagacious, melancholy, quaint;
What he endured, no less than what he did,
Has reared his monument, and crowned him saint.

—J. T. Trowbridge.

### A BOY'S THOUGHTS OF LINCOLN

"Some days in school when teacher says,
'Please name the Presidents,' I up and commence
And say them all from Washington clear through
to Buchanan, then
I have to stop and clear my throat—I always
have to when

I come to Abraham Lincoln's name,
E'en though the teacher whispers, 'Shame!"
Can't you remember, Jim?"
Can't I remember him?
Why, he's my hero! That is why
I get choked up and want to cry.
Once he was just as poor as I,
And homely, too, and tall and shy;
But he was brave and made his place,
Climbed to the top and freed a race!
When I think what he dared to do
I just vow I'll do something, too."

## THE PARDON

'Twas in the war-times' early days,
When eyes looked forth with anxious gaze,
A young lad had been doomed to die,
And would'st thou know the reason why?

He had been placed as sentinel,
And at his post asleep he fell,
And for that closing of his eyes,
Before him dreamless slumber lies.

The President read the sentence through,
And murmured, "The act I cannot do.
Brought up on a farm, at work late kept.
Poor boy! No wonder that he slept!"

And o'er the paper he drew his pen,
And signed his pardon there and then.
Great-hearted man! Shall I unfold
What later on the sequel told?

At Fredericksburg, among the slain,
A lad beyond all mortal pain
Was lying by himself apart,
A picture next his youthful heart.

'Twas Lincoln's picture that he wore,
And just beneath these words it bore:
"God bless Abe Lincoln." Thus he showed
The debt of love to him he owed.

## LINCOLN'S CHARACTER

"His conscience alone he served.
However small the cause or great;
Never by friendship swerved,
Never turned aside by hate.

"Honest his least intent,
Therefore let one line be wrought
At last upon his monument:
"A man who acted what he thought."

## HAIL LINCOLN'S BIRTHDAY

The birthday of Lincoln! We hail it once more,
And come to do homage to him as of yore;
The voice of the nation with us shall unite
In eloquent praises his deeds to recite.

O slavery! Abraham Lincoln, the brave,
Reached out in his pity our country to save,
He struck the fell blow that was death unto thee,—
That blow, praise the Lord, made America free!

Ah, could we forget what our Lincoln has done?
America claims him with rev'rence her son;
The sun shall turn cold, and its light fade away
Ere the world shall forget him we honor today.

How modest, forgiving, and gentle he was,
How slow to condemn without heaviest cause;
How ready to succor the helpless and weak,
In deep provocation, how careful to speak!

How honors became him! nor did he once boast,
Though placed at the head of America's host;
In ev'ry condition the world was impressed
That Abraham Lincoln was doing his best.

"With malice toward none",—let his motto be ours:
We'll try to enact it with all of our powers:
And here, on his birthday, we'll pledge him anew,—
Our Abraham Lincoln, the brave and the true!
—Ida Scott Taylor.

## LIBERATOR AND MARTYR

From out of the strong, young West he came
In those warlike days of yore,
When Freedom's cry had reached the sky
And rung from shore to shore.

He knew the world was watching him:
He heard the words of scorn;
He felt the weight of a severed State
By cruel rebellion torn.

And calling on Jehovah,
He seized his mighty pen
And with a stroke, the chains he broke
From a million bonded men.

He was a dauntless leader,
As among the host he moved,
And he gave his life in the time of strife
To save the cause he loved.
—Edgar Maclaren Swan.

## LINCOLN THE SCHOOLBOY

His school was a cabin built of logs,
His desk was a rude pine form;
In winter he helped to split the wood
That kept the schoolroom warm.

He used a shingle for a slate,
His pen was made of quill;
His teachers, oft, could scarcely spell,
Though they swayed the birch with skill.

He'd never met the wise and great,
The books he read were few,
He studied nights by the pine knot's flame,
But, oh, how much he knew!

A simple backwoods schoolboy, who
Full little guessed that he,
In every schoolhouse in the land,
Would some day honored be.
—Hope Nelson.

## LINCOLN

The rectitude and patience of the rocks.
The gladness of the wind that shakes the corn.
The courage of the bird that dares the sea.
The justice of the rain that loves all leaves
The pity of the snow that hides all scars.
The loving kindness of the wayside well.
The tolerance and equity of light.
—Edwin Markham.

## LINCOLN

"A peaceful life;—just toil and rest—
All his desire;—
To read the books he liked the best
Beside the cabin fire—
God's word and man's;—to peer sometimes
Above the page, in smouldering gleams,
And catch, like far heroic rhymes,
The on march of his dreams.

A peaceful life;—to hear the low
Of pastured herds,
Or woodman's ax, that blow on blow,
Fell sweet as rhythmic words.
And yet there stirred within his breast
A fateful pulse that, like a roll
Of drums, made high above his rest
A tumult in his soul."

## GEORGE WASHINGTON

George Washington, commander-in-chief of the Colonial armies during the Revolutionary War, the foremost leader in forming the Union, first President of the United States and called the "father of his country" on account of his great and lasting service, was born at Bridges Creek, Virginia, on February 22, 1732. His father died when he was eleven years old but his half-brother, Lawrence, who was fourteen years older than he, acted as his guardian and was always kind and helpful to him. His mother was always very dear to him. She brought him up to be truthful and obedient.

Of Washington's early schooling we have not much information but one of the early biographers, the Rev. Mr. Weems, whose book Lincoln borrowed and ruined by leaving it between the logs of his cabin on a rainy night, gives a short account: "The first place of education to which George was ever sent was a little old field school kept by one of his father's tenants, named Hobby, an honest, poor old man, who acted in the double capacity of sexton and schoolmaster. Of his skill as a gravedigger tradition is silent; but for a teacher of youth his qualifications were certainly of the humbler sort, making what is generally called an A, B, C schoolmaster. While at school under Mr. Hobby he used to divide his playmates into parties and armies. One of them was called the French and the other American. A big boy named William Bustle commanded the former; George commanded the latter, and every day with cornstalks for muskets and calabashes (guards) for drums, the two armies would turn out and march and fight."

As Lawrence was the eldest son he inherited the family estate, Mount Vernon, on the Potomac River. He named the estate after Admiral Vernon, under whom he had fought in the British navy. It was on this estate that Washington spent his early years. He was twenty years old when his brother died and he inherited the place.

Washington studied to become a surveyor. It was in this line of work that he had his first opportunity and made his first success. He met Lord Thomas Fairfax, who held large land grants in Virginia beyond the Blue Ridge Mountains, through his brother. Washington surveyed this western land. Though he was only sixteen years of age he went into the wilderness, directed others and for three years of hard, exacting labor he made out records so complete and accurate that they were acceptable information upon which to base titles of land.

The next few years of Washington's life were occupied in fighting the Indians and the French. This training served its purpose for when the Revolutionary War broke out in July, 1775, he had learned ways of managing in the wilderness and of fighting that made him steer a straight course to victory, though the way was hard.

It seemed as if Providence were protecting him from all danger for the great duties he was performing for his country. He wrote to a friend at this time saying that "the whistling of bullets was music" to him, but he later changed his mind. Once in battle he had bullet holes in his coat and two horses were shot from under him. After the French and Indian War when the House of Burgesses returned thanks in glowing terms to him for his services, he rose to thank the speaker but he was so embarrassed that he could not say a word. "Sit down, Mr. Washington," the speaker said, "your modesty equals your valor and that surpasses the power of any language which I possess."

Washington married a widow, Martha Dandridge Curtis, and for fifteen years he was occupied at Mount Vernon with the duties of his estate and leading a home life with his wife and her family. He had no children of his own, but he was devoted to the Curtis children.

The first Continental Congress was held in 1774. Washington was chosen a delegate. After the battles of Lexington and Concord he was offered the position of commander-in-chief. He declared modestly, though in vain, that he had not the capac-

ity for the position. He did not take a penny for the long years of service in the army.

Throughout the Revolutionary War (1775-1783) Washington proved himself not alone a great soldier but a brave and kind leader and a great statesman. Not only did he lead in battle but he wrote many hundreds of letters to men all over the country, rousing their enthusiasm for the good of their land.

Though he had liberated his country by directing the half-starved, poorly-clothed patriots in battle and forced the English to surrender, his greatest work was accomplished in the period of reconstruction after the war, which ended in 1783. He retired to Mount Vernon, where he hoped to lead a peaceful and quiet life, but his country needed him. He answered the call. He was instrumental in summoning the constitutional convention that met in Philadelphia in May 1787. He was chosen chairman. For four months he guided the important work which resulted in the banding together of the thirteen colonies under a constitution.

This constitution called for a president. George Washington was chosen the first President of these United States, and was inaugurated in New York City April 30, 1789. For two terms he directed the affairs of the new nation "conceived in liberty." He refused the nomination for a third term.

Though Washington retired from public life and resumed his pleasant plantation life at Mount Vernon with his family, he always felt a keen interest in his country. Travelers from abroad did not count their trip complete unless they called on the great man. He was consulted on all questions of public importance. But this peaceful life did not last long. On December 12, 1799, while riding on horseback around the plantation he took a severe cold. It developed rapidly into acute laryngitis. He died two days later and was buried in the family vault at Mount Vernon.

So passed the greatest man America has ever known. His courage both on the battle field and for any cause he thought was right, his industry in all lines of work he undertook to accomplish, his unselfish service to his country, his kindness to his soldiers, his friends and humankind, his quickness to forgive and his great power of direction to see and do the right shall ever hold him a beacon light and inspiration to mankind.

## QUOTATIONS ABOUT GEORGE WASHINGTON

Washington is, to my mind, the purest figure in history.—Wm. Ewart Gladstone.

First in war, first in peace, first in the hearts of his countrymen.—Henry Lee.

He had every title at command, but his first victory was over himself.—Gouveneur Morris.

In the war of the Revolution, when it was thought the cause was lost, men became inspired at the very mention of the name of George Washington.—Gen. Horace Porter.

His great fame rests on the solid foundation that while he was careful to avoid doing wrong to others, he was prompt and decided in repelling wrong.—John C. Calhoun.

A pure and highminded gentleman, of dauntless courage and stainless honor, simple and stately of manner, kind and generous at heart.—Henry Cabot Lodge.

Washington is the mightiest name of earth, long since mightiest in the cause of civil liberty, still mightiest in moral reformation.—Abraham Lincoln.

The filial love of Washington for his mother is an attribute of American manhood, a badge which invites our trust and confidence, and an indispensable element of American greatness.—Grover Cleveland.

Washington was incapable of fear, meeting personal dangers with calmest unconcern.—Thomas Jefferson.

I am not surprised at what George has done, for he was always a good boy.—Mary Washington (his mother).

## RULES PRACTICED BY GEORGE WASHINGTON

(Seventeen children may take part in this exercise. Sixteen cards each bearing one letter of George Washington's name are used. Each of the sixteen children may wear or hold one of the letters, march in the room and standing in a row facing the class, hold their letters so all may see them. They spell the name of Washington. A child steps beside the sixteen children and says:

"George Washington was a great man. Before he tried to direct others he learned to rule himself. For his own direction he copied about one hundred or more rules of conduct in a book when he was a boy. He learned these rules and tried always to practice them. It has since been found that many of these rules came from an old French book on Behavior. We will now hear some of these rules."

The child then bows to the pupil holding the card marked G. He recites his rule of conduct and each child recites his rule in consecutive order as he points or holds for attention his letter card:)

"Go not thither where you know not whether you shall be welcome or not. Give not advice without being asked, and when desired, do it briefly."

"Economy begins partly from necessity, partly from choice and habit."

"Our empire was not laid in the gloomy age of ignorance and superstition, but at an epoch when the rights of mankind were better understood and more clearly defined than at any former period."

"Rise early, that by habit it may become familiar, agreeable, healthy, and profitable. It may for a while be irksome to do this, but that will wear off, and the practice will produce a rich harvest forever thereafter, whether in public or private walks of life."

"Gaming is a vice which is productive of every possible evil, equally injurious to the morals and health of its votaries. It is the child of avarice, the brother of iniquity, and the father of mischief. It has been the ruin of many worthy families, the loss of many a man's honor, and the cause of suicide."

"Every motive of self-preservation, of liberty, and happiness, has a claim upon our efforts, and requires our aid."

"When a man does all he can, though it succeeds not well, blame not him that did it."

"Associate yourself with men of good quality, if you esteem your own reputation; for it is better to be alone than in bad company."

"Speak not injurious words, neither in jest nor earnest; scoff at none although they give occasion."

"Happiness depends more upon the internal frame of a person's own mind than on the external's in the world."

"If we cannot learn wisdom from experience, it is difficult to say where it is to be found."

"No punishment is too great for the man who would build his greatness upon his country's ruin."

"Gaze not on the marks or blemishes of others, and ask not how they came. What you may speak in secret to your friend, deliver not before others."

"Think before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly."

"One request frequently begets another."

"Nothing but harmony, honest industry and frugality are necessary to make us a great people. First impressions are generally the most lasting. It is therefore absolutely necessary, if you mean to make any figure upon the stage, that you should take the first steps right."

(Children in chorus spell and pronounce the name: G-E-O-R-G-E W-A-S-H-I-N-G-T-O-N—George Washington!)—R. T.

## ANECDOTES OF WASHINGTON

Though Washington was always very particular about his dress, he was not a dandy. Regarding clothes he wrote to his nephew: "Do not conceive that fine clothes make fine men any more than fine feathers make fine birds. A plain, genteel dress is more admired and obtains more credit than lace or embroidery in the eyes of the judicious and sensible."

Washington wrote to his army after Cornwallis' surrender at Yorktown: "My brave fellows, let no sensation of satisfaction for the triumphs you have gained induce you to insult your fallen enemy. Let no shouting, no clamorous huzzaing increase their mortification. It is sufficient for us that we witness their humiliation. Posterity will huzza for us."

It was Addison who wrote Washington's favorite quotation: "'Tis not in mortals to command success."

When in New York one day Washington entered a shop. A Scotch nursemaid followed him. She carried a baby. "Please,

sir," she said, "here's a bairn was named after you."

"What is his name?" President Washington inquired.

"Washington Irving, sir," the maid replied.

The President placed his hand on the child's head and gave him his blessing. He did not know that that child, too, was going to be a great man and would write Washington's biography.

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Washington was very athletic. He was said to be the only man who could throw a stone across the Potomac River. Once he visited Natural Bridge in Virginia. He tossed a stone two hundred feet to the top. He was fond of riding, walking and wrestling and excelled in all of these.

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The great man was always punctual. He wrote concerning this trait to a friend: "I begin my diurnal course with the sun; if my hirelings are not in their places by that time I send them messages of sorrow for their indisposition."

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When company was invited to the family home for dinner he made but five minutes allowance for difference in watches. Then if the guests did not arrive, dinner would be served. If the guests came late he often said: "We are too punctual for you. I have a cook who does not ask if the company has come, but if the hour has come."

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### WASHINGTON AND HIS HATCHET

"He had a hatchet—little George—
A hatchet bright and new,
And sharp enough to cut a stick—
A little stick—in two.

"He hacked and whacked and whacked and hacked,
This sturdy little man;
He hacked a log and hacked a fence,
As round about he ran.

"He hacked his father's cherry tree
And made an ugly spot;
The bark was soft, the hatchet sharp,
And little George forgot.

"You know the rest. The father frowned
And asked the reason why;
You know the good old story runs:
He could not tell a lie.

"The boy that chopped that cherry tree
Soon grew to be a youth;
At work and books he hacked away,
And still he told the truth.

"The youth became a famous man,
Above six feet in height,
And when he had good work to do
He hacked with all his might.

"He fought the armies that the king
Had sent across the sea;
He battled up and down the land
To set his country free.

"For seven long years he hacked and whacked
With all his might and main,
Until the British sailed away
And did not come again."

(From "Stories of Great Americans for Little Americans," by Edward Eggleston. Published by American Book Company.)

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### WHY OUR FLAG FLOATS

"In honor of truth and right,
In honor of courage and might,
And the will that makes a way,
In honor of work well done,
In honor of fame well won,
In honor of Washington
Our flag is floating today."

---

### WHAT WE OWE TO WASHINGTON

If you'll listen I'll tell you a story
That happened a long time ago,
When England was ruling our nation
In colonies, thirteen, you know.

New Jersey, Rhode Island, New Hampshire,
Virginia, Maryland, too,
Massachusetts, and Delaware also,
Are seven—but I am not through.

There's Georgia and North Carolina,
And South Carolina between,
Pennsylvania, too, and New York State,
With Connecticut number thirteen:

Colonies first owned by England
Till the great Revolution was fought,
When liberty gained by our fathers
The dawn of prosperity brought.

And who was the star of those war days,
Commander-in-Chief of the force
That fought till the last chain was broken
And liberty entered her course?

That soldier, you all know his portrait,
Those features so strong, kind and true!
George Washington, hero of heroes,
We owe our dear Freedom to you!

—Clara A. Mash.

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### THE CHAMPION

Like Washington, I'd like to be
The Champion of Liberty!

Like Washington, I'd like to keep
My courage up through dangers deep.

Like Washington, I'd love to grace
My country's highest, proudest place.

Like Washington, I'd love to gain
The honor of my countrymen.

Like Washington, I'd like my name
Inscribed upon the scroll of fame.

Like Washington, I mean to say
I'm Truth's brave Champion every day!

—Susie M. Best.

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### WASHINGTON

Serene and steadfast as the hills,
The cheer of lighthouse in the night,
A patriot to the people true,
The wisdom of the thoughtless bee,
A strength like air that yields, yet holds
The eloquence of wordless worth,
A conscience sleepless as the stars.

—Edward A. Horton.

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### COLUMBUS AND WASHINGTON

"Columbus sailed across the sea
To find this land for you and me.
His cradle-boat rocked low and high,
The sea waves sang a lullaby,
God held the stars like candles bright
To guide Columbus through the night.

"And many brave men since that time
Have helped to make your home and mine.
Hurrah for heroes, great and small!
Hurrah for heroes, one and all!
We'll thank Columbus and the rest,
But love our Washington the best."

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### THE WORLD REMEMBERS

Oh, how the world remembers!
It is many and many a day
Since the patriot George Washington
Grew old and passed away.
And yet today we are keeping
In memory of his birth,
And his deeds of truth and valor
Are told by every hearth.

How he fought for Independence
All little schoolboys know;
And why we signed the Declaration
A hundred years ago.

To be as great as Washington
I could not if I would,
But I've made up my mind that I
Will try to be as good.

—M. K. D. Dingwall.

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### WASHINGTON

Sound, sound the trumpet of fame!
Let Washington's great name
Ring through the world with loud applause
Let every clime to freedom dear
Listen with a joyful ear.
With equal skill, with godlike power,
He governs in the fearful hour
Of horrid war, or guides with ease
The happier times of honest peace.

Behold the chief, who now commands,
Once more to serve his country stands—
The rock on which the storm will beat,
But armed in virtue, firm and true,
His hopes are fixed on heaven and you.
When hope was sinking in dismay,
When gloom obscured Columbia's day,
His steady mind from changes free,
Resolved on death or liberty!

—Joseph Hopkinson.

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**Compton's Pictured Encyclopedia,** Vol. 8: This book is just off the press and completes the series of eight books which are a milestone in educational literature. Volume 8 consists of study outlines, book lists, picture aids, interest questions, a treatise on "Modern Education and Problem-Project Teaching," and An Easy Reference Fact-Index. The study of outlines deals with geography, including all countries of the world, biology, history, mythology, social sciences, home economics, language and literature, fine arts, agriculture, industries and applied science, physical sciences. With these outlines, which are thorough and comprehensive, are book lists, picture lists, interest-questions and notes where the material for the answers in full may be found in Compton's Pictured Encyclopedia. The section, "Modern Education and the Problem-Project Method", by William B. Owen, principal of Chicago Normal School and president of the National Education Association, deals with the method from every angle. It treats of the method as used in geography, English and history. Actual working plans are given. The Easy Reference Fact-Index is a dictionary in itself. In alphabetical order words are listed, pronounced, explained and the reader is referred for further information to the proper section of the encyclopedias. This book is a mine of information for teachers, students and all those who are interested in education and progress. The value of the material cannot be over-estimated, for while it is all in concrete form, its viewpoint is so fresh, so modern, so interesting and informational that one feels a fresh stirring of enthusiasm for investigation and study. No teacher or student will be at a loss for material if he has access to Compton's Pictured Encyclopedias. (F. E. Compton & Co., Chicago, Ill.)

The following letter received by the publishers from the Reverend S. Raynor Smith shows not only the extensive use of American textbooks and charts throughout the world, but is an interesting bit of evidence as to the extensive use of **The Beacon Method** which many primary teachers in California are now using:

"While in India in missionary work I became acquainted with the Beacon Method Charts, as these are the charts I used in learning Urdu and Hindi. I want to secure a set of the English Charts for my young son. Will you please inform me what the complete set will cost, including the two wall charts, perception cards, holder, word builders, primer, and first reader? My present furlough address is Cosmopolis ,Washington."

A few years ago the Beacon Chart and Primer were published in the Hindi vernacular. The first edition was sold out, and there is coming from the press now in Allahabad an edition of 500 Hindi Charts, 5,000 Hindi Primers, and 1,000 Manuals in Hindi.

British editions of The Beacon Method came from the press during the past summer for use in the schools of England.

Ginn and Company have just published a new "Manual for Teachers of the Beacon Readers" by Fassett and Norton which is edited with an introduction by Paul W. Carhart — Phonetician for Webster's New International Dictionary. This manual is one of the most noted contributions to the teaching of phonics that has ever been published. No primary teacher using The Beacon Method can afford to be without this new manual.

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## SUMMARY OF THE PROPOSED RETIREMENT SALARY LAW OFFERED BY THE TEACHERS' ASSOCIATION OF SAN FRANCISCO.

During the past decade, the retirement salary law of 1913 has become inadequate because,

1. The change in living conditions has made the retirement salary of $500 too small to cover minimum requirements.
2. An increase of revenue is necessary to meet this condition and put the fund on a sound financial basis.

For these reasons the Teachers' Association of San Francisco has decided to offer the following amendments:

1. The annual retirement salary to be raised to $720.

a. Under the present law it is $500.

b. Present annuitants to be included in the increased retirement salary, twenty-five per cent of the increase on each quarterly payment being deducted until the difference between the $300 paid under the present law and the $720 which would be paid under the new law is made up.

2. The State of California is to contribute in each fiscal year the same amount as the teachers contribute during that year.

a. Under the present law the State contributes five per cent of the collateral inheritance tax. Only once has the contribution of the State equalled or exceeded that of the teachers.

3. The contribution of the teachers to be $24 per annum in a lump sum, payable any time before the end of the school year.

a. Under the present law each teacher contributes one dollar per month, and except in cities paying in twelve monthly payments this is unequally distributed.

b. The difficulty of monthly collections of contributions has caused great opposition to the law among county officials.

4. Certified teachers acting as supervisors or superintendents of education are included under this act.

If this legislation meets with your approval kindly get in touch with your legislators and enlist their support.

Further copies of this summary may be obtained and criticisms and suggestions should be sent to the Teachers' Association of San Francisco, Miss Frances Mooney, Secretary.

Very respectfully yours,

The Teachers' Association of San Francisco.
Miss E. E. Pence, President, 644 Cole street, San Francisco, Cal.
Miss Frances Mooney, Secretary, Hawthorne School, Shotwell street, between 22nd and 23rd streets, San Francisco, Cal.

This bill has been introduced into the Legislature. It passed two years ago, but was vetoed by Governor Stephens. This unfortunately reacted against Stephens in his campaign. The insurance experts, influenced as they are by the big private corporations, are naturally against a teachers' retirement salary law, and for ten years have been predicting the failure of our law, but fortunately our reserves continue to grow. There are some young unprofessional teachers who are not enthusiastic over the payment of $2.00 per month, but the real value is our law and it should be strengthened and made more adequate to meet the actual demands of those who are to retire or have retired.

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## THE HISTORY OF CALIFORNIA

### By Harr Wagner and Mark Keppel; Praised by Will C. Wood

Mr. Harr Wagner,
149 Montgomery Street,
San Francisco, California.
Dear Mr. Wagner:

Some weeks ago I received a copy of the Wagner-Keppel **California History.** I have delayed writing you concerning it because I wanted to read the entire book before writing. I have finished the reading. Let me congratulate you upon the publication of one of the best histories of California for elementary grades that has been produced. The content has been selected with great care and discretion. The story of California has been told sympathetically; the grouping of the content about great characters is thoroughly in line with modern pedagogy. The language used is simple and comprehensible to children of elementary and high school age. It is just the kind of a book I would expect from the joint authors.

Thanking you for sending me a copy, I am, with best wishes,

Very sincerely,
WILL C. WOOD,
Superintendent of Public Instruction.

---

## WALTER B. CRANE

First elementary school principal in twenty years to be honored with the presidency of the California Teachers' Association, Southern Section.

Principal of the Ramona Elementary school, Los Angeles.

Principal of the Grand Avenue Evening School, Los Angeles.

Member Los Angeles city superintendents' advisory committee representing elementary principals on that committee.

Member Southern California Council of Education elected by elementary teachers.

Member of the executive council of the Americanization Teachers' Association.

Considers presidency not a one-man proposition—co-operation with executive council and members of the association his aim.

To keep California in first place along educational lines his greatest wish.

Favors a safe, sane, progressive educational administration.


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And in school, also, it's the glare that tires your pupils' eyes. To prevent this eyestrain BANK STOCK School Stationery was evolved. The neutral tint of this paper is soothing. It absorbs the light rays and eliminates harmful reflection. BANK STOCK is good for the eyes.

And when you guard your own sight by adjusting the lampshade, remember to protect that of your pupils by seeing that they get BANK STOCK paper.

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A kindly man whose heart is in his work.

Represented Los Angeles city and county teachers during the whole 1921 legislative sessions of the California Legislature. Favored teachers colleges, apportionment bill under Amendment 16, authorization of kindergarten-primary certificates, extension of high school districts. Helped defeat attack on part-time election bill, and opposed the county unit bill.

Twenty-two years a teacher.

Came to Los Angeles from Ohio eleven years ago.

Two years as teacher in parental school; during last six years acted as principal of elementary schools.

A real student of the Americanization problem, who is getting results in his evening school.

The president of the Southern Branch, California Teachers' Association, that has enrolled in it over half of the teachers in the California Teachers' Association.

# The Twenty-Ninth Annual Session of the California Teachers' Association at Los Angeles, Cal., December 20, 21, 22, 1922

By Wm. M. Culp

Stupendous things are part of the West. They come and have their being as naturally as the winds blow the mist through the Golden Gate, over San Francisco Bay, or the sun ripens the golden orange of Southern California.

The West is broad and deep and its broadness and its deepness are reflected in the minds and actions and movements of the people in its confines.

The Western rim of the West is a land unto itself. A babe as yet just catching a glance of the burning bush in the foreground. It is apart from the conscience of the Nation (that dark-lying loamland to the west of the Mississippi where man's soul is still a stern reality). It is three thousand miles distant from that Eastern rim where English civilization is being leavened with that of the newer European masses. It faces the setting sun that sinking into the the mightiest of ocean waters lends itself to the gorgeous sunsets in which the future is ever of rose and silver tint.

And yet facing the West it is sane enough and bold enough to reach back into those winterlands and bring the prophetic into the land of promise. For in the land of darkness there are many prophets.

Stupendous is the word. And stupendous was the last meeting of the California Teachers' Association, Southern Section, that wound up a week of educational activity at Los Angeles December 20-22, 1922. George C. Bush, president of the association and city superintendent of South Pasadena schools, had arranged a great program in conjunction with the Teachers Institutes of seven counties and eight cities for the week of December 18.

In a territory larger than the state of Massachusetts 12,000 teachers were attending educational meetings in fifteen different places at the same time. From Santa Barbara on the north to El Centro and San Diego, three hundred miles distant to the south; from Santa Monica on the Pacific Ocean to Riverside and San Bernardino, one hundred miles to the east, lay the chess-board upon which the speakers played their part.

Twenty-five men and women from various sections of the United States were the lecturers of the week.

The Eastern coast sent Dr. A. E. Winship, editor of the Journal of Education, Boston; Dr. Andrew W. Edson, associate superintendent of New York City schools; Dr. Frank M. McMurray, Teachers' College, Columbia; Julia Wade Abbott, Bureau of Education, Washington, D. C.; Dr. H. R. Bonner, director of educational research, Bureau of Education, Washington, D. C.; Dr. Hollis Dann, state supervisor of music, Pennsylvania.

From the central United States came Dr. E. B. Bryan, president Ohio University; Dr. L. D. Coffman, president University of Minnesota; Dr. W. A. Cook, University of South Dakota; Dr. Reuben Post Halleck, psychologist and author, from Louisville; Dr. E. H. Lindley, chancellor Kansas University; Prof. Arthur L. Owen, University of Kansas; Dr. W. W. Theisen, president Educational Research Association, Milwaukee public schools; Dr. M. E. Haggerty, dean department of education, Minnesota University.

Of California speakers there were Harr Wagner, editor Western Journal of Education, San Francisco; Will C. Wood, superintendent of public instruction of California; Stanley B. Wilson, State Board of Education; A. C. Olney, commissioner of secondary education; J. B. Nash, supervisor physical training, Oakland city schools; Dean C. H. Rieber, professor of philosophy, Southern Branch of the University of California; Dr. Frank Tonton, University of Southern California; Dr. B. R. Baumgardt, lecturer; James W. Foley, poet, philosopher, humorist; Dr. Frederick Monson, lecturer.

In the manner of organization of the week's activities, the seven counties consisting of Imperial, Los Angeles, Riverside, San Bernardino, San Diego, Santa Barbara and Ventura, and the eight cities of Long Beach, Los Angeles, Pasadena, Pomona, Riverside, San Bernardino, San Diego and Santa Monica, have institute meetings at the county seat of each county and in each city during the first of the week.

These meetings are compulsory. The meetings of the California Teachers' Association that convene in Los Angeles during the last days of the week are not compulsory, but all teachers are advised to attend if possible. Already this school year 9000 teachers have joined the C. T. A. and over 10,000 teachers were in attendance at Los Angeles.

The matter of seeing that the various speakers were at the different meeting places was no small task, and Executive Secretary F. L. Thurston had his hands full. Many of the speakers were amazed at the territory they covered. The schedule of Dr. E. H. Lindley, chancellor of Kansas University, will give a slight indication to speakers in the years to come of how their time is consumed.

On Monday morning Dr. Lindley spoke at Long Beach. He then traveled 30 miles and spoke at Pasadena in the afternoon. Then he stepped on a train and went a hundred miles to Santa Barbara, where on Tuesday morning he delivered an address. Taking an auto again he rode 30 miles to Ventura, where he spoke in the afternoon. The train again and 250 miles to San Diego, where he talked Wednesday in the morning and afternoon and attended a school-master' banquet in the evening. On the train at 12 o'clock and back in Los Angeles, 150 miles distant, for two meetings on Thursday and a school-master' banquet. On Friday talks at two general sessions. And that is just one of the scheduled itineraries.

It was necessary to stage the C. T. A. meetings in Los Angeles in three of the city's largest auditoriums, the Philharmonic, the Bible Institute and the Trinity buildings, seating from three to five thousand, and at that the meetings were crowded and many were turned away.

In addition to huge general sessions, there were some thirty section meetings that occurred during the C. T. A. meeting at which almost every possible subject was discussed. Besides these there were some twenty-two luncheons and dinners.

Superintendent Bush and the C. T. A.


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a SCHOOL LIBRARY

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Council of Education for the Southern Section are to be especially commended for the excellent manner in which the convention was carried through. Superintendent Bush was given carte blanche in the work of naming speakers and was tremendously pleased at the co-operation rendered by all in the undertaking. Music was handled by the various high schools in the southern part of the state and Superintendent Bush believed that it engendered a huge competitive incentive for more and better music among the teachers in their various schools.

President Bush had only one criticism to make of the arrangement in regard to holding the joint institutes and the C. T. A. and that was that under this arrangement it was hard for any superintendent who desired some definite phase of education emphasized to receive lecturers that would handle various sides of that subject. The speakers as a whole had to be of the inspirational type with here and there a specialist of some one line.

The fact that the C. T. A. had to hold three meetings simultaneously and Mrs. Susan B. Dorsey, superintendent of Los Angeles city schools, had to schedule two simultaneous sessions of the Los Angeles City Institute, clearly showed said Mr. Bush that Los Angeles needed an auditorium seating ten or twelve thousand. It is hoped that by next year such an auditorium will be available.

The educators of the south who were honored by being chairmen of general sessions were George C. Bush, superintendent of Pasadena schools; Mrs. Grace C. Stanley, newly appointed elementary commissioner of California; Robert H. Lane, assistant superintendent of Los Angeles city schools; Cornelius B. Collins of Imperial; W. L. Stephens, superintendent of Long Beach schools; J. A. Cranston, superintendent of Santa Ana, and Miss Wilhelmina Van de Goorberg of the Los Angeles city schools.

Walter Crane, principal of the Ramona school, Hollywood, was elected president of the association for the coming year, and Paul Stewart, superintendent of Santa Barbara, was elected vice-president. The work of the association by these men will be carried on in an able way

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Dr. Hollis Dann, state supervisor of music of Pennsylvania, was a great success at the meeting of the music teachers of the session.

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Dr. B. R. Baumgardt and Dr. Frederick Monson, lecturers, won as usual the highest commendation on their talks.

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W. L. Stephens,, superintendent of Long Beach, said that his teachers considered this last institute the best yet held under the joint system. A feature of the Long Beach City Institute was a luncheon given under the auspices of the City Teachers' Club at Hotel Virginia with 500 in attendance. Representatives from all organizations in Long Beach directly and indirectly interested in education were present. Dr. Andrew W. Edson of New York was the guest speaker.

## SOME GLEANINGS FROM THE CONVENTION

Dr. E. P. Lindley, chancellor Kansas University, Kansas, is the conscience of the section. What Kansas is thinking and doing now, the rest of the United States will be thinking and doing twenty years hence.

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"The average person dies at the age of 23 years intellectually," Dr. Halleck said. "He comes up with glorious ideals and possibilities, then lets routine, lack of ambition, discouragement, self-pity and self-satisfaction write the sentence on his tombstone, 'Dead at 23 years, breathed his last at 53.'"

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Advising teachers to keep young in ideals as well as in physical appearance, Dr. Andrew W. Edson, associate superintendent of schools in New York City, stated that there was a certain otherwise unattainable poise that came with a feeling of being well dressed that should be a part of every teacher's dignity.

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Miss Julia Wade Abbott, of the Washington Bureau of Education, in her address on the "Education of Young People," said it was not the duty of the teacher to be a policeman but to be a developer of a child's faith in himself.

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"There is a new disease which is running rampant in the profession," Dr. Halleck continued. "It is called 'teacheritiis,' otherwise known as pedagogic paresis. Every teacher after the first few years becomes affected with it. It is only cured by a sudden jolt into realization of your failure. I would create a new office in the state, that of educational coroner. Every year he would inspect the teachers and those that are intellectually dead to progress, new ideas and ambition would be taken out and supplanted with new timber."

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### Classics Praised

At this meeting Dr. M. E. Haggerty, dean of the University of Minnesota, dwelt on the literary education of the junior high school students of today, giving a prospectus of what they should read.

"Specialization is admirable in its place and necessary to advancement of today," Dr. Haggerty stated, "but the classic education of the past must not be neglected. Good books and the right reading mold an environment that is indispensable in the development of true character. A love for literature must be inculcated in the student in the beginning, or he will lose much of its force in later years."

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That the years following the World War have been marked with a mawkish sentimentality that is detrimental to the best interests of the nation and that the educators of the country must pave the way for a better solution of world problems, were declarations made by Dr. E. B. Bryan, president of Ohio University. He spoke before members of the teachers' institute at the Philharmonic Auditorium.

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California has the best public school system in the United States, according to Dr. H. R. Bonner, research director of the United States Bureau of Education, who spoke before more than 1000 teachers assembled in the auditorium of the Bible Institute for the initial program in the twenty-fifth annual session of the California Teachers' Association, Southern Section.

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"A research among the teachers of the county," Dr. W. A. Cook, professor of education at the University of South Dakota, stated in his address at the Trinity Auditorium, "indicates that a large percentage are affected with a high degree of morbidity. Trifles and petty digressions serve to keep them in a constant state of worry, of mental distraction. They come with a chip on their shoulder and in time their glorious optimism of the first few years changes to heartless pessimism."

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### Must Stay Young

"Teachers who expect to stay young, to feel the fountain of eternal youth coursing in their veins," Dr. Cook continued, "must throw the yoke of submissive depression off their shoulders. Three years of sourness, cynicism, narrow contacts and limited views mean ossification for the teacher and with ossification comes decadence and, with the last, finally death."

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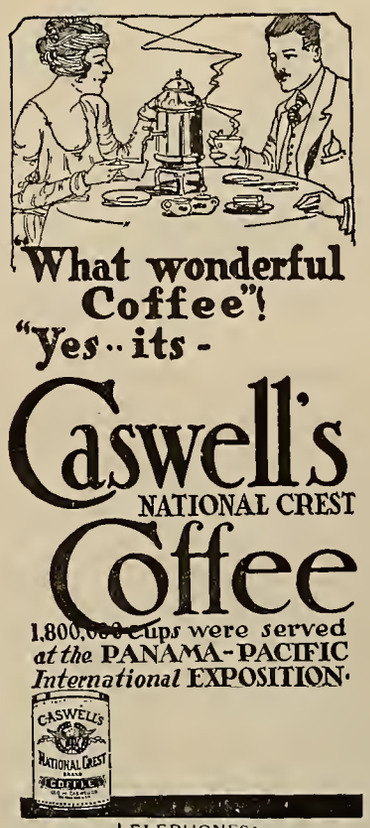
Dr. Frank M. McMurry of the Columbia University Teachers' College, said that the teacher's personality should be behind all technical instructions given to the students.

"Some teachers believe that the emphasis of technical instruction is the thing," Dr. McMurray announced, "but force and character of personality, ability to create interest in the byways of their subjects, and the stimulation of originality, inventiveness and conscientious application are just as salient in a well-rounded education."



Bristling with generous notes of optimism, a supreme faith in the ultimate worth of their profession, and expressing a general disregard for the established and dogmatic educational and philosophical tenets of the past generation, nationally prominent educators in concluding addresses before members of the California Teachers' Association, Southern Section, made an almost uniform plea for self-betterment, for periodic and thorough vacations away from their immediate environment and associates and for a keener receptiveness to things new and foreign to their previous training.

## KERN COUNTY SCHOOLS

Growth of the schools of Kern county was summarized by County Superintendent L. E. Chenoweth in one of the Bakersfield papers recently. There are more than six hundred teachers in the county, according to the report which states in regard to the rural schools: "The past year has shown the further advancement of the rural schools which in the general scheme of education have been greatly neglected to such a point that parents in many communities came to the conclusion that the only way to secure a complete education for their children was to move into some town. Now the rural schools receive proper supervision and help; the children are given a chance to study music, industrial art, agriculture, manual training, and domestic science, just as are the boys and girls in the more favored city schools. In prospect it may be said that it is our hope to place every rural school on a standard during the year 1923. This standard is calculated to benefit not only the educational and material school conditions, but to raise the tone of the entire community as well. For as the school is, so is the community." Playgrounds are well equipped in Kern county and a physical director supervises the activities.

The increase in attendance during the past year was from 13,908 to 15,956. A large increase has also been noted in the adult night schools, there now being nearly 800 people in attendance. These courses include subjects for housewives and business men and women.

More than one million dollars is invested permanently in school property and new buildings and improvements are being carried on throughout the county. This increase is due to the increased growth and development of Kern county through its mines, manufacturing and agriculture.

Kern county is successful in athletics in a marked degree, as the Union high school in Bakersfield holds the state championship in football. At the Sacramento State Fair last September the schools took more than eighty cash and ribbon prizes, silver and gold medals and silver trophy cups in recognition of their display of the arts and crafts as taught in the schools of the county.

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Supt. Horace Rebok on January 9 issued a bulletin on "Trouble Shooting." After quoting Babson, he asks these questions:

### Questions

1. Is your own efficiency impaired by "trouble," by "anxiety," by "worry?"
2. Have you sought to repair the loss by finding the cause and removing it?
3. What are you doing to remove the "trouble," "anxiety" and "worry" of your associates for whose work you are partly responsible?
4. To what extent do "trouble," "anxieties" and "worries" account for unsatisfactory work among your pupils?
5. Is not each case of failure or unsatisfactory work an individual problem?
6. Have you tried to locate the seat of the "trouble" in the case of each pupil who should be doing a higher standard of work?
7. Aside from ill health, are not the "troubles," "anxieties" and "worries" of pupils resolvable into one or both of the following causes?

a. Financial limitations that restrict the ambition of the pupil, especially in the social demands upon the pupil.

b. Social disturbances arising in the home and in the personal experiences of the individual among his or her immediate associates.

(1) Among the social disturbances accountable for low standard of work, is not the conscious lack of appreciation by teacher and members of the home an important cause of failure?

8. How are you meeting pupil "troubles?"

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L. P. Farris, principal of the Marysville High School, is a strong advocate of athletics for high school students. In a recent award of honors to 186 members of the high school body show that the football squad are the top rankers in scholarship.

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Hon. Will C. Wood was called to Texas, Oregon, and Washington during the past few months. He is very popular as a top-notch speaker at the large associations of the West. He sells education to the people. He delivers the goods and the reaction is fine.


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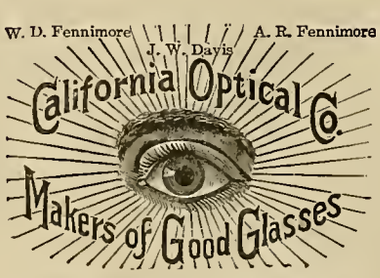


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L. P. Farris, president of the C. T. A., Northern Section, and principal of the Marysville high school, has recently dedicated a new gymnasium costing $30,000. Hon. Will C. Wood and Dr. Herbert Stoltz were the principal speakers.

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## SCHOOLMASTERS' CLUB OF SOUTHERN CALIFORNIA ANNUAL DINNER

One of the distinctive events of the C. T. A. meeting at Los Angeles was the Schoolmasters' Club of Southern California annual dinner held at the Mary Louise on December 21, 1922.

Henry G. Clement, superintendent of Redlands schools, president of the club, acted as toastmaster. He was in fine form and his jovial introductions of the speakers of the evening, together with a note of earnestness regarding the work of the man in the teaching field, made a distinct impression.

Dr. E. H. Lindley, chancellor of Kansas University, was superb. He gave the Western schoolman a glimpse into the Middle West mind.

Dr. Frank M. McMurry of Columbia called for more serious consideration of mental testing before making it the last word in the classification of students. He considered that psychological tests had a place, but should be used advisedly.

Dr. James W. Foley of Pasadena, poet and humorist, said it was marvelous "how all of us prominent educators were in accord." It was a rare treat to hear a man of wit quietly put the audience into laughter. Dr. Louis Delta Coffman, president University of Minnesota; Will C. Wood, superintendent of schools of California, and Dr. Reuben Post Halleck of Louisville added to the gayety of the gathering.

Several hundred men were in attendance and it was good to see such a healthy, prosperous looking group of men together. As Dr. Halleck said, it looked more like a group of bankers than schoolmasters. The only regret of the meeting was that all who wanted to attend could not on account of lack of room.

A. R. Clifton, superintendent of Monrovia schools, is next year's president of the club, and all are looking forward with expectation to next year's banquet.

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## HERMOSA BEACH CITY SCHOOLS, FRANCIS E. RICE, DISTRICT SUPERINTENDENT

For the last seven years Hermosa Beach has had the opportunity of seeing her school system develop under the efficient direction of District Superintendent Francis E. Rice. When Mr. Rice came to Hermosa Beach there were five teachers and an enrollment of 250. At the present time there are twenty teachers and 700 children.

Mr. Rice's greatest achievement was the securing of housing for this increased number of children. A bond issue was needed, but the outlook was dubious, as bond issues previously put up had been voted down. Mr. Rice was determined, and in 1918 he was given full sway in a campaign for $65,000 for a new building. He worked and the children worked and the bonds carried. The war came on and costs went sky-high. The plans as drawn could not be executed. Mr. Rice advised putting up the frame of the building and then advocated the calling of

another bond election to finish the building. Thirty-five thousand dollars more were voted. The L. A. County Board of Supervisors could not sell the bonds. Mr. Rice was given authority to try to sell them by his local board. He finally arranged with the Hermosa Bank to take the bonds and in 1922 the new school building was occupied.

The new building has eight rooms and an auditorium seating 750 people. A modern stage with five changes of scenes was provided. A teachers' room has a kitchenette as an added feature. The domestic science room is fitted up in a manner most conducive to good work. Eight sewing machines aid in the sewing room. Mr. Rice during his term has added manual training and domestic science to the curriculum.

The growth of the system is such that two new eight-room elementary school buildings are advocated at the present time. A bond election of $100,000 will be voted on in the near future.

Mr. Rice personally supervises his three schools now in the system. The orderly arrangement of the schools and the standard of work carried on is much praised by the county school supervisors.

Mr. Rice believes in supervised play and on the five-acre campus there is plenty of up-to-date apparatus.

Hermosa Beach is growing fast and Mr. Rice is seeing to it that the best in education is given to the children in his charge.

## WESTERN SCHOOL NEWS

President L. D. Coffman of the University of Minnesota and one of the principal speakers at C. T. A., Southern Section, was a guest of Superintendent H. B. Wilson during part of his stay in California.

President W. B. Owen, of the N. E. A., visited San Francisco and Oakland recently for the purpose of outlining plans for the great meeting in July of this year. This will be a great educational year in California, and every one should contribute some service towards making the meeting a success. President Owen visited California in 1911, when the N. E. A. met in San Francisco, and made many friends by his genial personality and his democratic approach in handling the political end of our great association.

A picture post-card has been received from far-away Japan from Y. Nozwa, who is a subscriber of the Western Journal of Education, by Leila France, author of "California Wild Flower Songs," asking her for a copy of her Armistice Day Song. Y. Nozwa is connected with the Naguri School, Ckazaki-Shi, Aichi-Ken.

Mr. McGroarty pointed out the possibilities of California literature and its bearing upon the future, maintaining that conditions in California are ideal for the development of a real literary outpouring. Mr. McGroarty referred to examples of the past century and pleaded for a more wholesome consideration of the literature of today, especially that typifying the spirit of this state.

Dr. Reuben Post Halleck, noted author and psychologist, said that the vocabularies of most of the pedagogues were fossilized and cobwebbed with antiquity.

"Keep abreast of the time," Dr. Halleck said. "Like wine, knowledge improves with age. Read constantly and infinitely strive for self-improvement. Mental stagnation is one of the greatest evils of mankind. The work-day of the teacher is never done and never will be done as long as the arrow of progress points toward knowledge."

That the people of the country had not kept pace with the growth of the public school system and inconsistently awarded more each year to the minor essentials of life than to the advancement of a higher education, supporting the schools by methods that were antiquated, obsolete and delusive, was the assertion made by Dr. Lotus D. Coffman, president of Minnesota University, in his address before teachers of Southern California, in session here at the Bible Institute Auditorium.


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Horace M. Rebok, superintendent of Santa Monica schools, is contemplating the necessity for a bond issue of $750,000 in the near future. The schools are full to the brim.

F. B. Reed for the last year has been covering the territory in Southern California for Henry Holt & Company. Mr. Reed, previous to coming to California, handled the Minnesota and Iowa territory for several years for Henry Holt.

C. W. Roadman, representing Benjamin H. Sanborn & Company, is spending several months in Southern California.

Charles H. Weise, district superintendent of Tustin schools, is making excellent progress. He came to Tustin after fourteen years of successful teaching in Long Beach as principal of the Burnett School. The system enrolls some 440 children. It had been thought that the present buildings would be sufficient till 1925, but they have reached capacity now. A $48,000 bond issue will be voted on soon to buy eight additional lots and to build five more rooms. A fine residence is on the property to be bought and will be used as a teacherage. Mr. Weise is putting in the school savings plan as followed in Oakland and Long Beach.

Superintendent W. L. Stephens of Long Beach believes that a city as well as the board of education and superintendent should have in their minds the objectives toward which that school system is working. Mr. Stephens feels that the body politic should be educated to the general objectives, so that as boards of education come and go they tend to carry out one broad scheme of educational development.

Mr. Stephens has just made a survey of the problem that will confront Long Beach in September, 1925, providing Long Beach increases in population in the same ratio as she has done in the last few years. In spite of the fact of completion of buildings in the next few months that will house 2500 children, Mr. Stephens finds that by 1925 there will be 6000 children without seats. To meet this situation he recommends additions to existing plants and establishment of several new schools.

Mr. Stephens' statement of objectives follows:

**A Statement in General Terms of Educational Objectives, the Fulfillment of Which Should Constitute the Chief Concern of the Schools and of Those Who Administer Them.**

The problem of expanding and administering the schools in the future is so large and comprehensive that past achievement is insignificant. Unless educational objectives are clearly defined and become securely established in the public mind, methods of procedure become obscure, and progress is delayed. Vascillating policies lead to waste in financial expenditures and confusion in educational policies. No greater service can be rendered this community than to outline policies, and to educate the people to the end that these policies will be accepted as fundamental in the development of the schools. For your consideration the superintendent submits the following:

1. Adequate and properly supervised playgrounds and recreational centers for the children and adults of the city.

2. Universal use of school buildings for the encouragement and promotion of the educational, political, economic, artistic and moral interests of the citizens.

3. Courses of study sufficiently diversified to meet the variation in the needs, capacities and interests of all the children of all the people, including:

(1) The academic children.
(2) The hand-minded children.
(3) The retarded children.
(4) The specially gifted children.

4. The extension of all educational facilities to adults, so that they may increase their vocational fitness and may develop their power and desire to use their leisure time profitably.

5. Elementary schools comparatively near the homes of children, sufficiently commodious to be wisely, economically and efficiently administered; and to make possible the scientific classification of all the pupils.

6. Junior high schools within walking distance of every boy and girl in Long Beach.

7. Senior high schools, sufficient in number and adequately equipped for all boys and girls of high school age.

8. The Americanization of all un-American elements in the city, whether foreign or native-born.

9. All to the end that the citizenry of Long Beach shall be socially and vocationally efficient and morally potential.

The Imperial County Board of Education has been working on the question of accreditation of schools and will publish their report in the near future.

Imperial Valley members on the Council of Education, California Teachers' Association, Southern Section—Mr. Horace C. Coe, county superintendent of Imperial county; Mr. C. B. Collins of Imperial, and Mr. Geo. Mornyer of Brawley—attended the council meeting held January 20 in Los Angeles.


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### SERVICE

Chas. H. Camper of Chico has served continuously as city superintendent longer than any other city superintendent in California. G. P. Morgan of Tuolumne holds the record for the longest continuous service as county superintendent of schools, and J. W. Linscott of Santa Cruz is the high man as teacher, county superintendent and as city superintendent in California. A few years ago his educational co-workers and friends under the leadership of James A. Barr presented him with a beautiful memorial tribute to his leadership services to education. The young men for adventure, for change, for war, for athletics, but the old men for wisdom, for results, for sane and sensible progress. Superintendent Linscott has not gone round and round in a circle, but forward and upward in a spiral and today is recognized as a man whose enthusiasm and ability have been enriched by years of experience. The educational world loses by men who retire at 60, 70 or even 75 years of age. The prophets were old men; there are thousands of old men who stand in the front rank of world achievements. The Santa Cruz City Board of Education is to be congratulated on holding on to Superintendent Linscott. It is a fine thing to respect age and experience, and to give the children of Santa Cruz and the teachers the value of his experience.

## THE CHICO CITY INSTITUTE

Superintendent Chas. H. Camper held his institute December 21, 22 and 23. The meetings were held in the beautiful new high school. The following addressed the institute:

Honorable Sam Cohn, assistant superintendent of public instruction.

Lawrence E. Chenoweth, superintendent of schools, Kern county.

Professor John Calmack, department of education, Leland Stanford Jr. University.

James Ferguson, principal Chico High.

Miss Leila Osborn, Chico city schools.

C. K. Studley, Chico State Teachers' College.

Miss Lillian Merryman, Chico city schools.

Dr. E. I. Miller, Chico State Teachers' College.

Harr Wagner, editor Western Journal of Education.

After an evening lecture on "Literature of the West" by Harr Wagner, a reception to the Chico board of education was held, and the domestic science pupils and teachers prepared the refreshments. The food and the service were most excellent. Every taxpayer of Chico should have been present to fully realize the practical value of this phase of high school education. James Ferguson, the principal, the board of education and the teachers are to be congratulated on such real efficiency.

Superintendent Chenoweth, who has developed into one of the most instructive and entertaining of educational speakers, was the life of the institute during the time he was there. Mr. Ferguson was especially happy in his talk on "Teaching the Divine Calling." Superintendent Camper has a fine body of teachers, and he has for more than a quarter of a century devoted his time to the educational interests of Chico. He has stood manfully and intelligently for the essentials in the course of study, and a Chico school graduate stands for efficiency in the reading, writing and arithmetic. He does not, however, neglect the other subjects, and the boys' band under skilled leadership shows that music is splendidly featured.

## SANTA BARBARA CITY AND COUNTY SUPERINTENDENTS

Superintendent A. S. Pope and Superintendent Paul Stewart held a very interesting institute from December 18 to 21. These two men are doing splendid team work, and the city of Santa Barbara and the county of Santa Barbara are upholding the high educational standards of the state. Dr. W. A. Cook, James W. Foley, Dr. M. E. Haggerty, Dr. E. H. Lindley, John Stevens McGroarty, Fred Monson, Archibald J. Cloud and Harr Wagner were on the long list of notable speakers. Superintendent Cloud of San Francisco made a very definite impression on the teachers, and his address compared favorably with those of the Eastern men whose experience and training have been largely in "getting across" with educational audiences. On Tuesday noon, Superintendents Stewart and Pope held a get-together luncheon in the Arlington Hotel. There were upwards of five hundred guests. The music, toasts and entire affair passed off with such felicity that the reaction was unusually fine. The session closed with a slightly humorous address by Harr Wagner on the "Literature of the West," touching upon the personal side of some of the noted men and women who have contributed to our literature. The city of Santa Barbara, its historical background, its romance and beauty of location, furnish a fine opportunity of working out an educational program, and Superintendent Stewart and Superintendent Pope are the right kind of progressives.

## THE SAN FRANCISCO SCHOOL SITUATION

On Tuesday, January 8, the long service of Alfred Roncovieri to the San Francisco school system terminated. The Board of Education passed resolutions unanimously thanking Roncovieri for his spirit of cooperation and publicly acknowledging his services to the city.

A. J. Cloud, chief deputy, was appointed acting superintendent of schools. Mr. Cloud has given years of distinguished service to the schools. He is noted for his high professional spirit and ethical standards. He is, however, a poor politician. He accepted the position, temporarily, in the spirit of service.

The committee on the selection of a superintendent has not as yet given any indications of having arrived at a conclusion. Many letters have been sent the committee in answer to the form letter mailed to leading educators, and Mr. Esberg, chairman of the committee, on an Eastern tour visited various men under consideration, and at the present time it is understood that Fred Dohrmann, Jr., the president of the board, who is on a trip East, may possibly give the once over to several men who have been mentioned favorably. The teachers, the taxpayers and all loyal citizens of California, however, hope that a Californian may be chosen. There are a number of men in California who are equal to the situation, and whose strength and weaknesses are well known — men who would be a success in handling the San Francisco situation.

Recommendations of Eastern men are usually limited to the good qualities, and therefore there is always a risk. The fact that Berkeley and Oakland were successful in securing good men is no criterion upon which to base a plan of action for all cities. Stanford and the University of California selected as presidents recently men of California. Certainly California has within its borders men well qualified to cope with our San Francisco situation and who have not "shot their bolt" but who would meet the full requirements of educational leadership of San Francisco's great school system.

G. E. Crowley, for the past three years representative for the D. C. Heath Company, in Southern California, has severed his connection with that publishing house and is now representing the Macmillan Publishing Company. His territory is now in the Northwest with headquarters in Seattle, Washington. During his three years' sojourn in California Mr. Crowley made many friends and he will be missed by educators throughout the state.


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It has been said that the next great novel would be an autobiography. Well, here it is—George Haven Putnam has written two very fascinating books, "Memories of My Youth" and "Memories of a Publisher." He has written twelve books of a literary character, the majority of them dealing with literary achievements, especially the relationship of authors and publishers. No other man in America has contributed so much valuable information on the subject of copyrights, authors and publishers, etc. These two volumes are devoted to a dignified and intimate personal relationship to great men and events in our history during the past sixty-five years, and deserve a high place along with such books as Henry Adams, Life and Letters of Walter H. Page. The whole story of the life of Mr. Putnam is told with a directness, a modesty, a charm of understatement that makes the book fine reading for young men and women. The books are real human documents and will have a permanent place in our literature.

The Memories include a record of sojourns in England in 1844, in 1851, and in 1860; an experience as a student in the University of Paris, in Berlin, and in Gottingen; and a record of service during the strenuous years of the Civil War, extending from September, 1862, to September, 1865. This service covered campaigns in Louisiana (including the Red River Expedition and work in the completing of Colonel Bailey's Dam), the campaign with Sheridan in the Valley of the Shenandoah, and the decisive action at Cedar Creek. The volume includes also a record of experiences in Libby and Danville prisons during the last year of the war. A supplementary chapter gives a brief account of service in maintaining order in Savannah after the close of the war but before the reestablishment of civil government.

In Memories of a Publisher, the author continues his personal reminiscences from 1865, the date to which had been brought the narrative in his earlier book, "Memories of My Youth."

The book contains also some record of the undertakings of the Putnam Publishing House from 1872, the year of the death of its founder. The "Memoir of G. P. Putnam," published in 1912, had presented an account of the publishing firm from the year of its organization.

The author records what he can remember of the people with whom he has had personal relations on both sides of the Atlantic during the fifty years since 1865, and he gives also his own views in regard to certain questions of the day in which, as a citizen, he has taken his part, such as Free Trade, Honest Money, Civil Service Reform, Copyright International and Domestic, and matters connected with municipal, state and national politics.

An appendix contains a series of letters written by Mr. Putnam on the issues of the present European War.

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Bruce H. Painter, president of the C. T. A., Bay Section, visited San Francisco on Saturday, January 13, to inaugurate plans for a big meeting of the association.

Prof. E. J. Dupuy presided at the California Schoolmasters' banquet, Hotel Whitcomb, Saturday evening, January 13th.

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Hon. Stanley B. Wilson of the State Board of Education was the principal speaker at the Imperial County Institute, December 18, 19 and 20.

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Roy Cloud, J. F. Chamberlain (a brother of Arthur Chamberlain), Will C. Wood and Aurelia Reinhardt were among the notable speakers at Superintendent Sabra Greenhalge's institute, Jackson, Amador county.

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Superintendent Blanche Reynolds of Ventura county held her county institute December 18, 19 and 20. The quaint and interesting town of Ventura has been noted for its educational gatherings. It has had many notable names on its scroll of fame. Two of the county superintendents, C. T. Meredith and Sam Black, became state superintendents; Sackett, a deputy state superintendent and principal of one of the leading schools of Oakland. Mr. Reynolds was especially noted for his local teachers' and county institute law and other educational reforms, and Mrs. Reynolds for her devotion to the work, high ideals and efficiency. She had many notable speakers, including Dr. Reuben Post Halleck, Dr. W. A. Cook, James W. Foley, Dr. M. E. Haggerty, Fred Monsen and Harr Wagner.

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## PAUL ELDER

Paul Elder has just issued an attractive folder showing fourteen different views of his attractive bookstore. It is the most artistic book establishment in the United States. Its various departments have atmosphere and it is a pleasure to browse around among the books—and even to buy. The new place is 239 Post street. In the Paul Elder gallery Saturday and Thursday afternoons of each week will be given a series of talks by noted authors, lecturers, etc., during January and February. February 10, the Elder Trio, consisting of the two sons and daughter of Mr. Elder, will give "A Musical Hour." A city is known by its poetry, its books, its men of genius, rather than by its banks or commercial achievements. So San Francisco should have a civic pride in Paul Elder.

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## A CAFETERIA EXTRAORDINAIRE

### A Uniform Charge and Servings to Individual Capacity

Lewis F. Ferrish, district superintendent of Venice grammar schools, has solved the food problem for feeding 500 youngsters and upwards their noon-day lunch in a way that leads one to believe in realistic romance.

The cafeteria, as every one knows, had its beginning in Los Angeles and there it has rendered a height of epicureanism little known in other parts of the United States. There one enters magnificent dining rooms with tiled floors, mosaic and great wall paintings. There one passes by marble counters heaped with all kinds of viands, and one helps himself and finally comes to a checker who glances at each and every item from the slab of butter to the dab of whipped cream on a nutmeg sundae, and for each item there is a certain centage and these centages are totaled and the total is as of the wealth of Solomon and one passes by to his seat to eat and have the noise thereof drowned by famous orchestras.

Of such are ordinary cafeterias, but Mr. Ferrish of Venice runs the Cafeteria Extraordinaire. The viands are there, the pleasing quarters with oil-cloth tables and low-seated benches are there, windows with dainty curtains letting the bright sunshine in are there, but the real charm lies in the fact that there is no checker to itemize and scrutinize each individual plate.

Mr. Ferrish must be an individialist for he runs his cafeterias on that basis, for each boy and girl contributes fifteen cents towards the noon-day lunch.

Each child is served according to his capacity and can have as many things or as much of any one thing as he or she wants. Big boys get big helpings, little boys not so big. And if they are still hungry they go back for more.

Here is a little girl with a plate of corn, potatoes, peas, spaghetti, a baked apple with ice cream on it and a bottle of milk. There is a big girl with not so much. An inexorable rule is that every one shall clean his plate and they all go back to the dishwasher empty.

Mr. Ferrish urges the children to eat as much bread as they want. On the second helping, though, they must start on the heels and crust and finish them up first.

The menu is full, consisting of corn, peas, beans, spinach, baked apples, sandwiches, bread and butter, jello, prunes, cookies, stews, hash, chipped beef, potatoes, milk, etc. Vegetables, naturally, fill a great part of the bill of fare and little meat is served except in stews.

There are cafeterias in four schools. One unique thing about the whole enterprise is that the food is all cooked in a kitchen at one school, then at eleven o'clock a wagon takes the food to the three other schools where it is placed on the steam tables. Four cooks are hired and three dishwashers.

The project is self-supporting, due in great measure to Mr. Ferrish paying a great deal of attention to the buying and of the proper proportions. Money is made and it is spent by allowing children who are not able to pay partake of the lunch. The number fed free totals about 10 per cent of the total number fed.

Mr. Ferrish's plan of a uniform price for the lunch works out most satisfactorily. A uniform price and servings to individual eating capacity are indeed features that one might well wish modern restaurants should adopt. As it is one must give Mr. Ferrish great credit for his successful handling of the project.

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Horace M. Rebok, superintendent of Santa Monica schools, is contemplating the necessity for a bond issue of $750,000 in the near future. The schools are full to the brim.

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F. B. Reed for the last year has been covering the territory in Southern California for Henry Holt & Company. Mr. Reed, previous to coming to California, handled the Minnesota and Iowa territory for several years for Henry Holt.

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C. W. Roadman, representing Benjamin H. Sanborn & Company, is spending several months in Southern California.

## BOOK REVIEWS

**Song Primer.** Music by Lauretta V. Sweesy. Words by Josephine Howard. Illustrations by Frances C. Shrewsbury. This is not a method or a rote songbook, but furnishes supplementary material for sight singing for little children. It is in three parts. "Part One contains melodies with stepwise and repeated tones, a few exceptions being a leap to the tonic at the close of certain songs. In Part One and Part Two only four rhythmic symbols have been used—the quarter, quarter rest, half note and dotted half note. Part Three introduces two tones to the beat." The subjects of the songs are all simple and charming, as they include things that interest the child, such as the airplane, the busy bee, the spider, the silver moon, bunny, the engine, etc. The author of the book is director of music in education in Mills College, California. (Ginn & Company, publishers.)

**Music Appreciation,** Taught by Means of the Phonographs for Use in the Schools, by Kathryn E. Stone, supervisor of music, elementary schools, Los Angeles, California: Not only will the schools appreciate this book on phonograph music, but every person with a phonograph will find information in choosing records and regarding musical instruments and singers that will add delight to every record. A graded working basis in the use of the book and phonographs is given in the introduction by the author. A list of books containing stories that may be used to correlate with the stories found in the music as well as paragraphs concerning the great singers are included. (Scott, Foresman & Company.)


# Advance Announcement

December, 1922, the California State Board of Education added to our superior list of approved textbooks, the following new (1922) publications:

**JUNIOR TYPEWRITING,** *by Elizabeth Starbuck Adams.* An elementary typing text approved by teachers of English. Illustrated. State Price ..... 80 cents

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## BUDGET PLANS FOR THE TEACHERS COLLEGES AND SPECIAL SCHOOLS

A. R. Heron, the efficient deputy director of education in charge of teachers colleges and special schools, has prepared a very interesting statement of the needs of the schools. In his frank statement he says:

The Forty-fifth Legislature has no greater problem than the determination of policy for California's teachers colleges and special schools.

### State Teachers Colleges

Constitution of the State of California, Art. 9, Sec. 6: "The public school system shall include . . . elementary schools . . . secondary schools, technical schools, kindergarten schools and . . . teachers colleges."

The People have ordained a minimum fixed rate of support for elementary schools and secondary schools.

The People in 1920 decreed better support for public schools and increased salaries for the public school teachers. The People expect their teachers to be trained.

**The teachers colleges and special schools are the only institutions in the whole educational structure of California whose support is provided exclusively by the Legislature.**

### Cost

The case for the administration of the California teachers colleges is submitted on the following evidences of efficiency:

Operating appropriations requested for 1923-1925 represent an annual cost of $250 per student on the average daily attendance of this year. Average daily attendance in 1923-1925 will actually be much greater, and the cost per student will be lower.

Included in this cost is the cost of operating the model and training schools enrolling 2,500 pupils in addition to the collegiate students.

Collegiate education such as offered by the teachers colleges of California has never been provided at so low a cost. It is not now provided at so low a cost anywhere else in the United States. This cost is lower than that in the best high schools of California.

### Growth

California schools are growing because the state is growing.

California's growth is due largely to California's educational policies.

If the rate of growth of the past fifteen years continues, 35,000 new teachers must be supplied for the elementary schools in the next ten years.

All the teacher-training institutions in California working to the limit of their present capacity cannot supply one-half this demand.

Three courses are open to us:

1. Stop the growth of California and its elementary schools;
2. Man the schools with untrained teachers;
3. Support the teacher-training institutions on an adequate basis.

### Needs

If the increased operating expenses are not granted, the institutions will not be closed or ruined—but their work will be hampered. The cost per student will be higher. Curtailment of the service now offered by these institutions will not bring about a saving, but a loss.

Any reduction in the requested appropriations for operation of the teachers colleges will mean that hundreds of applicants must be refused admission to these institutions in 1923. Three of the institutions are already at the limit of capacity. Every applicant who is refused admission must either

1—Apply for admission to the University or its branches, where overcrowded conditions have been a source of complaint for years, and where education costs more; or

2—Apply for admission to a private institution if he is able to pay the necessary costs; or

3—Abandon the hope of further education.

Construction and improvements at these institutions have been delayed eight years.

The teachers colleges and special schools received only 6.6 per cent of all appropriations in 1921 for construction, repairs, improvements and equipment.

If there is another delay of two years, the cost will be greater by hundreds of thousands of dollars. Every postponement bequeaths a greater problem to the next Legislature.

### California Schools for the Deaf and the Blind

Efforts of many years for the logical separation of the School for the Blind from the School for the Deaf seemed to meet success in 1921. A law was enacted technically separating the schools. The Department of Education was ordered to erect numerous buildings for the School for the Blind; but no appropriation was made to carry this out. Both schools are still housed in the old buildings of the combined schools. The newest of the dormitory buildings is about thirty years old.

The good faith of the State of California necessitates the provision of funds at this time for the promised buildings and improvements.

### California Polytechnic School

The State of California spends millions of dollars each year in university education which reaches 4 per cent of the boys and girls in the state. The state's obligation to the other 96 per cent is recognized and partially met in the maintenance of California Polytechnic School, which offers, in the words of the law creating it, "instruction in the non-professional walks of life."

The type of education given at California Polytechnic School is a proper function of the state only if the institution can serve the state at large.

The operation of California Polytechnic School at its present capacity is expensive. The dormitory accommodates only fifty-three students. If this institution is longer maintained by the State of California it must be enlarged by the addition of a dormitory and other facilities so that a student body of 400 or 500 can be served. If this is done at this time the cost per student will be greatly reduced and the service of the institution to the state correspondingly increased.

**If the Legislature determines that the institution is to be maintained without increased appropriations, California Polytechnic School will be continued as one of the most expensive educational enterprises of the state.**

---

Charles H. Weise, district superintendent of Tustin schools, is making excellent progress. He came to Tustin after fourteen years of successful teaching in Long Beach as principal of the Burnett School. The system enrolls some 440 children. It had been thought that the present buildings would be sufficient till 1925, but they have reached capacity now. A $48,000 bond issue will be voted on soon to buy eight additional lots and to build five more rooms. A fine residence is on the property to be bought and will be used as a teacherage. Mr. Weise is using the school savings plan as followed in Oakland and Long Beach.

### Summary of Budgets

| | Appropriated or Available 73rd and 74th Fiscal Years | Recommended by State Dept. of Education, 75th and 76th Fiscal Years |
|---|---|---|
| **Operating Appropriations—** | | |
| Chico State Teachers College | $ 202,700.00 | $ 261,680.00 |
| Fresno State Teachers College | 248,000.00 | 394,000.00 |
| Humboldt State Teachers College | 91,700.00 | 131,130.00 |
| San Diego State Teachers College | 250,600.00 | 373,140.00 |
| San Francisco State Teachers College | 307,400.00 | 467,780.00 |
| San Jose State Teachers College | 417,800.00 | 595,190.00 |
| Santa Barbara State Teachers College | 179,100.00 | 273,400.00 |
| Total—Teachers Colleges | $1,697,300.00 | $2,496,320.00 |
| California Schools for the Deaf and the Blind | 355,500.00 | 414,960.00 |
| California Polytechnic School | 198,500.00 | 350,900.00 |
| Total—Teachers Colleges and Special schools | $2,251,300.00 | $3,262,180.00 |
| **Special Appropriations for Construction, Improvements, Etc.—** | | |
| Chico State Teachers College | $ 5,000.00 | $ 87,000.00 |
| Fresno State Teachers College | 20,000.00 | 270,000.00 |
| Humboldt State Teachers College | 47,200.00 | 65,891.00 |
| San Diego State Teachers College | 84,500.00 | 214,500.00 |
| San Francisco State Teachers College | 309,512.00 | 891,000.00 |
| San Jose State Teachers College | 231,500.00 | 380,500.00 |
| Santa Barbara State Teachers College | 20,000.00 | 312,500.00 |
| Total—Teachers Colleges | $ 717,712.00 | $2,221,391.00 |
| California Schools for the Deaf and the Blind | 31,000.00 | 554,250.00 |
| California Polytechnic School | 91,800.00 | 236,500.00 |
| Total—Teachers Colleges and Special Schools | $ 849,512.00 | $3,012,141.00 |

**There is revenue available** for every dollar of appropriations requested for teachers colleges and special schools for 1923-1925, without injustice to any other interests of the state.

Every taxpayer and citizen should aid in creating public sentiment in favor of maintaining properly every part of our great public system.

# Drink at the Fountain Head

It is generally conceded that the highest authority on Silent Reading in the educational world is Dr. Ernest Horn, Director of the University of Iowa Elementary School.

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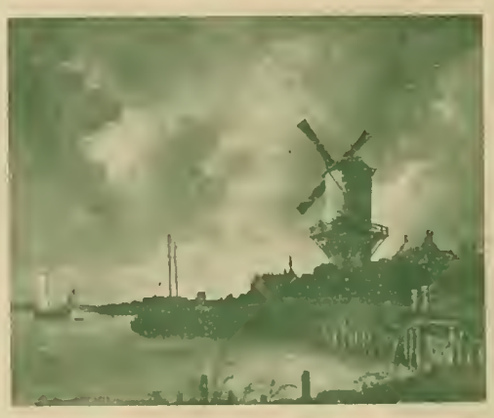
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HARR WAGNER, Managing Editor.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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## ARBOR DAY*

Against our golden orient dawns
  We lift a living light today,
That shall outshine the splendid bronze
  That lords and lights that lesser Bay.

Sweet Paradise was sown with trees;
  Thy very name, lorn Nazareth,
Means woods, means sense of birds and bees,
  And song of leaves with lisping breath.

God gave us Mother Earth, full blest
  With robes of green in healthful fold;
We tore the green robes from her breast!
  We sold our mother's robes for gold!

We sold her garments fair, and she
  Lies shamed and naked at our feet!
In penitence we plant a tree;
  We plant the cross and count it meet.

Lo, here, where Balboa's waters toss,
  Here in this glorious Spanish bay,
We plant the cross, the Christian cross,
  The Crusade Cross of Arbor Day.

—Joaquin Miller.

* This poem was written by Joaquin Miller in 1887, when the Greek cross of trees was planted on Goat Island, and afterwards on Joaquin Miller's "Heights" above Oakland, Calif.

# Source Material for Arbor Day Program in the Schools, March 7th

By Ruth Thompson

### ARBOR DAY—ITS ORIGIN

Arbor Day originated in Nebraska in 1872, when J. Sterling Morton, who later became United States Secretary of Agriculture, asked the state authorities to name a day to be set aside annually to increase the trees of the state. He pointed out the need of trees on the plains so effectively that the first Arbor Day was held in the spring of 1872. In that one year over 1,000,000 trees were planted. As April 22 was Mr. Morton's birthday it was later set aside as an annual state holiday which was to be devoted to the planting of trees.

Other states seeing the value of this move likewise set aside a day annually for the same purpose until today nearly every state in the union has its Arbor Day some time during the spring. The time depends upon the climate and location.

One of the developments of Arbor Day is the lesson that it teaches to the youth of the Nation in the planting, caring and conservation of trees. Schools have been particularly interested in the meaning of the day and children are realizing with their parents, the vast importance of growing and preserving the trees of the Nation.

The movement was started in California in February, 1887, when Joaquin Miller and Harr Wagner, in conference with Adolph Sutro, arranged for an Arbor Day. Mr. Sutro donated 30,000 trees and the school children of San Francisco, Oakland and elsewhere assisted in the planting at the Presidio, on Goat Island and various parks in the bay region. In 1891 Harr Wagner established a regular Arbor Day in San Diego County and more than 40,000 trees and shrubs were planted in the school grounds of that county from 1891 to 1894. This work has been carried on by various counties and organizations in the state until the legislature made it effective by choosing a definite time for annual observance.

### LUTHER BURBANK AND HIS WORK

California now celebrates Arbor Day on March 7. The time was chosen by the governor of California in 1909 in honor of the great agriculturist, Luther Burbank, whose birthday falls on that date. Though Burbank was born in Lancaster, Massachusetts (March 7, 1849), he lives in California and has done most of his great work here.

Some of the remarkable things that Burbank has done with plants include the development of Burbank potatoes, developing plums without pits, creating a white blackberry and a new fruit called plumcot. He has improved the rose and the lily, originated the Shasta daisy and created crimson poppies of the California golden flowers. Probably the development of the thornless cactus has the greatest value for mankind. The cactus, or prickly pear, has both food and drink stored in itself, but this is protected by its sharp thorns. A man or beast may die on the desert but be unable to get at a source of supply. Burbank believes if the dry deserts were planted with the thornless cactus they could be made into rich pastures. The plant grows and flourishes without care. Its juicy meat is as good for people as it is for animals. Regarding this development the book, "Stories of Luther Burbank," says:

"The old prickly pears produced as much as eighteen thousand pounds of fruit to the acre and this was a common crop on the poorest soil. The best of the new Opuntias (name for that species of cactus) will sometimes produce more than one hundred and eighty thousand pounds of delicious fruit in the same space. It is the only forage plant that furnishes such an abundance of juicy, green feed the year around. Its big leaves can be cut at any time, summer or winter, and they furnish water as well as food. This is why intelligent people know that a new era of agriculture has dawned for continents like Australia and Africa, and for millions of the now useless acres in other countries.

"Remember, these spineless, edible cacti are new plants—wholly new—the product and the brain of Luther Burbank. Partially thorny ones have been grown for ages and cultivated for their fruit. But systematic training in the plant school shows how rapidly they improve under cultivation and how readily they adapt themselves to more fertile soils."

Then there is the story of the Burbank potato from the same source, and as it was in the beginning of his career that Burbank, by the process of selection, created this potato, it is interesting to know that it was the $150 that he received for it that paid for his ticket to California.

"From one tiny seed that young Burbank planted in the spring of 1872 the 'Burbank' potato came. More than five hundred million bushels of this potato have been raised during the past forty years; enough to make one million six hundred and sixty thousand carloads, which would make up a solid train of potatoes to reach more than half around this planet. A gentleman connected with the United States Department of Agriculture at Washington, D. C., many years ago made the following statement:

"'The Burbank potato has added to the productivity of the country $17,000,000, and some one has calculated that if all the Burbank potatoes raised in one year were

placed in a row, end to end, touching one another, the line would be long enough to make three rows of potatoes from the earth to the moon.'"

Governments of other countries have heard of and are impressed with the great work that Burbank is doing. These men have sent experts to study Burbank's methods. The "plant wizard" has made wonderful gifts to the world in his discoveries, which were only made after years of patient and persistent work among the growing things he loves. It is little wonder that the governor of California in 1909 should designate March 7 of each year to be observed by the public schools of the state by planting trees, vines and flowers and by appropriate exercises.

### Perpetuation of Timber Supply

It is because the people for centuries past in China were careless with their trees that China is practically a treeless nation today and suffers for want of fuel, building material, and the many things for which we use wood. Our government is preventing a similar catastrophe by the forest service (United States Department of Agriculture) and the creation of the national forests. These forests are reserved for the purpose of perpetuation of the timber supply. Every person in the United States has a personal responsibility regarding the trees.

Note—Teachers: "Stories of Luther Burbank and His Plant School," by Effie Young Slusser, Mary Belle Williams, Emma Burbank Beeson, has good material for Arbor Day.

## THE PURPOSE OF ARBOR DAY

**To avert treelessness; to improve the climatic conditions; for the sanitation and embellishment of home environments; for the love of the beautiful and useful combined in the music and majesty of a tree, as fancy and truth unite in an epic poem, Arbor Day was created. It has grown with the vigor and beneficence of a grand truth, or a great tree.—J. Sterling Morton.**

## WORDS OF LUTHER BURBANK

Flowers always make people better, happier, and more hopeful; they are sunshine, food and medicine to the soul.

* *

The greatest happiness in the world is to make others happy; the next greatest is to make them think.

* *

I shall be content if because of me there shall be better fruits and fairer flowers.

* *

I love the sunshine, the blue sky, trees, flowers, mountains, green meadows, sunny brooks, the ocean when its waves softly ripple along the sandy beach, or when pounding the rocky cliffs with its thunder and roar, and birds of the field, waterfalls, the rainbow, the dawn, the noonday, and the evening sunset—but **CHILDREN** above them all.

* *

The man who cannot say no never gets the opportunity to say yes.

* *

Ignorance is the only unpardonable sin.

* *

Let us be brave harvesters in the broad field of thought.

* *

The farm is the foundation of our best manhood and womanhood, the true hope and strength and glory of the world.

Be just and generous, and the world sends you just and generous companions and friends.

* *

If we love and admire our friends, let us tell them so today. It does them no harm, and they will pass along the kindness. Yesterday is not ours, tomorrow may not be; tell them today.

## SUGGESTED COMPOSITION OR TALK TOPICS

**Why We Have Arbor Day.**
**Luther Burbank and His Work.**
**Legends About Trees.**
**How We Use Trees.**
**Famous Trees.**
**Making Arbor Day Useful.**
**Our Forests.**
**Wild Flowers in Our Neighborhood.**
**Trees and Birds.**
**Our State Flower.**

## CALIFORNIA'S STATE FLOWER

Nearly all of the states of the Union have a state flower. In some instances it was chosen by vote of the children of the public school. In other instances it was chosen by the state legislature. This was the case of California and the eschscholtzia (e-sholt-si-a) or golden yellow poppy is the state flower.

Regarding the California poppy, which blooms freely from the northern to the southern border of the state, Katherine Chandler in her book, "As California Wild Flowers Grow," says: "If you care to read about flowers, you will find that our poppy has been more sung about than any other of our California wild flowers. All visitors have been impressed with its beauty. Indeed, its botanical name, Escholtzia californica, tells of a scientist who visited here over a century ago. John Friedrich von Eschscholtz was born in Dorpat, Russia, November 12, 1793, and died there May 19, 1834. He became a physician and naturalist, and as such accompanied the Russian scientific voyages around the world in 1815-1824. He was in California at two different intervals. He wrote so enthusiastically of this golden flower, new to European eyes, that botanists named it for him, and added the name of its birthplace for the species.

"About fifty years before the Russians entered San Francisco Bay, some Spanish sailors, approaching the southern coast of the state, saw the blaze of the poppies on the hills and exclaimed, 'The altar cloth of San Pasqual! The altar cloth of San Pasqual!' This referred to the history of Saint Pascal, who was a favorite of the Spanish peasants. He was born in Aragon, Spain, in 1540. As a child poverty made it necessary that he tend his flocks day and night, without relief, so that he never had opportunity to go inside a church to worship God as his heart desired. Living ever under the open skies, he seemed to absorb that simple faith that led the Shepherds of the East to the Manger at Bethlehem. This faith taught him that if his duty prevented his offering his devotion before an altar erected by man, his prayers on the pasture slopes would be as acceptable in the eyes of the Almighty. So, as he tended his sheep, he would seek a bed of beautiful wild flowers and kneel there to offer his homage. His pious devotions attracted the attention of the Franciscans, and he was educated and later became a devout son of Saint Francis d'Asis. Book learning did not dim his simple faith, and he devoted his life to helping the Spanish peasants whose duties called them to an outdoor existence. As he walked among the shepherds, he often said Mass on the hill slopes with a bed of wild flowers for an altar. So, the Spanish sailors, seeing the poppy beds ablaze on the California coast, naturally exclaimed, 'There is the altar cloth of San Pasqual!' They landed from their little vessels, on which they had suffered many hardships, and offered up Mass right amongst the poppies, giving thanks for a safe delivery from the perils of the ocean and praises that they were led to a land of such beautiful blossoming. So our California poppy was instrumental in the first settling of our state."

## A SPRING SONG

"Old Mother Earth woke up from her sleep,
And found she was cold and bare;
The winter was over, the spring was near,
And she had not a dress to wear.
'Alas!' she sighed, with great dismay,
'Oh, where shall I get my clothes?
There's not a place to buy a suit,
And a dressmaker no one knows.'

"'I'll make you a dress,' said the springing grass,
Just looking above the ground,
'A dress of green of the loveliest sheen,
To cover you all around.'
'And we,' said the dandelions gay,
'Will dot it with yellow bright.'
'I'll make it a fringe,' said forget-me-not,
'Of blue, very soft and light.'

"'We'll embroider the front,' said the violets,
'With a lovely purple hue.'
'And we,' said the roses, 'will make you a crown
Of red, jeweled over with dew.'
"And we'll be your gems,' said a voice from the shade,
Where the ladies' ear-drops live—
'Orange is the color of any queen
And the best we have to give.'

"Old Mother Earth was thankful and glad
As she put on her dress so gay;
And that is the reason, my little ones,
She is looking so lovely today."

## THE OAK

A song to the oak,
The brave old oak,
Who hath ruled in the greenwood long;
Here's health and renown
To his broad, green crown
And his fifty arms so strong!

There's fear in his frown
When the sun goes down,
And the fire in the west fades out;
And he showeth his might
On a wild midnight,
When the storms through his branches shout.

Then here's to the oak,
The brave old oak,
Who stands in his pride alone;
And still flourish he,
A hale green tree,
When a hundred years are gone!

—H. F. Chorley.

## WOODMAN, SPARE THAT TREE

Woodman, spare that tree!
Touch not a single bough!
In youth, it sheltered me,
And I'll protect it now.
'Twas my forefather's hand
That placed it near his cot;
There, woodman, let it stand,
Thy ax shall harm it not!

That old familiar tree,
Whose glory and renown
Are spread o'er land and sea—
And wouldst thou hew it down?
Woodman, forbear thy stroke!
Cut not its earth-bound ties;
Oh, spare that aged oak,
Now towering to the skies!

When but an idle boy,
I sought its grateful shade;
In all their gushing joy
Here, too, my sisters played.
My mother kissed me here;
My father pressed my hand—
Forgive this foolish tear,
But let that old oak stand!

My heartstrings round thee cling,
Close as they bark, old friend!
Here shall the wild bird sing,
And still thy branches bend.
Old tree! the storm still brave!
And, woodman, leave the spot;
While I've a hand to save,
Thy ax shall harm it not!

—George Pope Morris.

---

In freedom's air we plant the tree,
Our land of hope, America;
Beneath the blue sky, freedom's dome,
Within the green earth, freedom's home,
We plant the tree for years to come,
And pray, God bless America.

—Hezekiah Butterworth.

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## ARBOR DAY RECITATION

(Six pupils may take part in this recitation which composes two poems, "The Heart of the Trees" by Henry Cuyler Bunner" and "What Do We Plant" by Henry Abbey. One child at a time may step from the line of six standing in front of the class and recite his verse. He then steps back in place while his neighbor takes his turn.)

### The Heart of the Trees

**First Pupil:**

What does he plant who plants a tree?
He plants a friend of the sun and sky;
He plants the flag of the breezes free;
The shaft of beauty towering high;
He plants a home to heaven a-nigh,
For song and mother-croon of bird,
In hushed and happy twilight heard—
The treble of heaven's harmony—
These things he plants who plants a tree.

**Second Pupil:**

What does he plant who plants a tree?
He plants a cool shade and tender rain,
And seed and bud of days to be,
And years that flush and fade again;
He plants the glory of the plain;
He plants the forest's heritage;
The harvest of a coming age;
The joy that unborn eyes shall see—
These things he plants who plants a tree.

**Third Pupil:**

What does he plant who plants a tree?
He plants, in sap and leaf and wood,
In love of home and loyalty,
And far-cast thought of civic good,
His blessing on the neighborhood,
Who in the hollow of his hand
Holds all the growth of all our land—
A nation's growth from sea to sea
Stirs in his heart who plants a tree.

—By Henry Cuyler Bunner.

### What De We Plant

**Fourth Pupil:**

What do we plant when we plant the tree?
We plant the ship which will cross the sea;
We plant the mast to carry the sails,
We plant the planks to withstand the gales—
The keel, the keelson, the beam, and knee;
We plant the ship when we plant the tree.

**Fifth Pupil:**

What do we plant when we plant the tree?
We plant the house for you and me;
We plant the rafters, the shingles, the floors,
We plant the studding, the lath, the doors,
The beams and siding all parts that be;
We plant the house when we plant the tree

**Sixth Pupil:**

What do we plant when we plant the tree?
A thousand things that we daily see;
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade, from the hot sun free;
We plant all these when we plant a tree.

—Henry Abbey.

---

## SONG—ARBOR DAY ANTHEM

**Tune: America**

"Joy for the sturdy trees,
Fanned by each fragrant breeze,
Lovely they stand;
The song birds o'er them trill,
They shade each tinkling rill,
They crowd each swelling hill,
Lowly or grand.

"Plant them by stream and way,
Plant where the children play
And toilers rest;
In every verdant vale,
On every sunny swale,
Whether to grow or fail—
God knoweth best.

"Select the strong, the fair,
Plant them with earnest care—
No toil is vain.
Plant in a fitter place,
Where, like a lovely face,
Let in some sweeter grace,
Change may prove gain.

"God will his blessing send—
All things on him depend;
His loving care
Clings to each leaf and flower
Like ivy to its tower;
His presence and His power
Are everywhere."

---

## SONG—WAITING FOR THE MAY

**Tune: "The Jingle Bells"**

"Peeping through the snow,
Waiting for the May,
Dainty wild flowers blow,
Bright'ning all the way;
Violets so blue,
Daffodils so bright;
How sweet it is to see once more
The lilies pure and white.

**Chorus**

"Lily-bells, lily-bells,
Lilies pure and white—
Oh, how sweet it is to see
In spring the welcome sight!
(Repeat)

"A week or two ago
Not a flower was seen,
Now the woods and fields
Are clothed in living green.
Soon the roses fair,
Lovely pansies, too,
With buttercups, the children's flower,
Will crown the earth anew.

**Chorus**

"Roses fair, roses fair,
Pansies' lovely hue—
Oh, how welcome is the spring,
Making all things new."
(Repeat)

## FOREST SONG

A song for the beautiful trees,
A song for the forest grand,
The pride of His centuries,
The garden of God's own hand.
Hurrah for the kingly oak,
The maple, the forest queen,
The lords of the emerald cloak,
The ladies in living green.
For the beautiful trees a song,
The peers of a glorious realm,
So brave, and majestic, and strong,
The linden, the ash, and the elm.
Hurrah for the beech tree trim,
The hickory staunch at core,
The locust so thorny and grim,
And the silvery sycamore.

So long as the rivers flow,
So long as the mountains rise,
And shelter the earth below,
May the forest sing to the skies.

Hurrah! for the beautiful trees,
Hurrah! for the forest grand,
The pride of His centuries,
The garden of God's own hand.

—W. H. Venable.

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## ARBOR DAY GREETING

We have come with joyful greeting,
Songs of gladness, voices gay,
Teachers, friends, and happy children,
All to welcome Arbor Day.
Here we plant the tree whose branches,
Warmed by breath of summer days,
Nourished by soft dews and showers,
Soon shall wave in leafy sprays.

Gentle winds will murmur softly,
Zephyrs float on noiseless wing;
'Mid its boughs shall thrush and robin
Build their nests and sweetly sing.
'Neath its sheltering arms shall childhood,
Weary of the noontide heat,
In its cool, inviting shadow
Find a pleasant, safe retreat.

Plant we, then, throughout our borders,
O'er our lands so fair and wide,
Treasures from the leafy forest,
Vale and hill and mountain-side.
Rooted deep, oh, let them flourish,
Sturdy giants may they be!
Emblems of the cause we cherish,
Education, broad and free!

—Sarah J. Pettinos.

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## FOREST HYMN

The groves were God's first temples. Ere man learned
To hew the shaft, and lay the architrave,
And spread the roof above them—ere he framed
The lofty vault, to gather and roll back
The sound of anthems; in the darkling wood,
Amidst the cool and silence, he knelt down,
And offered to the Mightiest solemn thanks
And supplication. For his simple heart
Might not resist the sacred influences
Which, from the stilly twilight of the place,
And from the gray old trunks that high in heaven
Mingled their mossy boughs, and from the sound
Of the invisible breath that swayed at once
All their green tops, stole over him, and bowed
His spirit with the thought of boundless power
And inaccessible majesty. Ah, why
Should we, in the world's riper years, neglect
God's sanctuaries, and adore
Only among the crowd, and under roofs
That our frail hands have raised? Let me, at least,
Here, in the shadow of this aged wood,
Offer one hymn—thrice happy if it find
Acceptance in His ear.

—By William Cullen Bryant.

**Peggy Jane Beauty Shop**
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## ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JAN. 2-6, 1923

The State Board of Education met in regular quarterly session in Sacramento, January 2, 1923.

Mrs. Grace C. Stanley, who had been appointed Commissioner of Elementary Schools by the State Board of Education at the November meeting, to take the place of Dr. Margaret S. McNaught, resigned, was formally presented to the members of the board by President Clarke. Mrs. Stanley outlined briefly the work she plans to do in her new field.

Mrs. Stanley explained methods of instruction which she had tried out with the Mexican children, allowing them to give expression to their own peculiar genius. She stated that she wished to establish demonstration schools throughout the state and invite teachers and others interested to visit the schools. She expressed a desire that the members of the board visit the school at Cucamonga and see if they approve of it.

A communication was received from Arthur H. Chamberlain, executive secretary of the California Council of Education, containing a resolution adopted by the Council of Education at Los Angeles, December 2, 1921, that the committee on professional training of teachers be directed to request a conference with the State Board of Education and the Superintendent of Public Instruction in reference to the simplification of the rules and regulations governing the granting of certificates and the securing of advanced certificates by teachers in the profession, so that the rules may be more readily interpreted by city and county superintendents with whom such teachers confer for advice. The communication was referred to the executive secretary to arrange for a conference with the committee.

In accordance with the recommendation of the presidents of the State Teachers Colleges, the resolution presented from the teacher training conference and accepted by the State Board of Education, was modified to read as follows:

"That the requirement of seventy-six units for graduation of elementary school teachers shall be interpreted to mean the equivalent of two full years and one-half year or two full years and two summer sessions."

The board referred to the Cabinet the matter of establishing corresponding requirements for graduates of a two-year normal course from institutions outside of California, in order that the same may be in harmony with the increased requirements of graduation of California normal schools.

The following prices on state textbooks were adopted to take effect January 1, 1923:

| | F. O. B. Sacramento | Post-paid |
|---|---|---|
| Primer | $.21 | $.27 |
| Third Reader | .36 | .44 |
| Fourth Reader | .40 | .48 |
| Sixth Reader | .35 | .43 |
| Seventh Reader | .34 | .42 |
| Studies in English, Book One | .22 | .28 |
| Studies in English, Book Two | .36 | .44 |

The budget for free textbooks for the next biennial period, as approved by the bookkeeper of the textbook department, was approved, as follows:

| | |
|---|---|
| Estimate requirement for present list | $537,183.33 |
| New Civics | 102,500.00 |
| New Introductory Geography | 99,750.00 |
| Primer of Hygiene | 110,000.00 |
| Total | $849,433.33 |

The budget of the State Board of Education for the next biennial period, amounting to $199,240.00, was approved by the board.

The request for the Smith-Hughes fund, amounting to $711,512.56, was approved by the board.

The board voted in favor of the continuance of the vocational rehabilitation work and to request the legislature to make provision for its support during the next biennial period.

President Clarke announced that Mrs. Mary G. Barnum, who had been a member of the State Board of Education since the board was organized in 1913, had resigned and that Mrs. Carrie Parsons Bryant had been appointed in her place. The board expressed its appreciation of Mrs. Barnum's services as a member of the board and at her resignation. The board also expressed pleasure at the appointment of Mrs. Bryant and Mr. Clarence Jarvis as the new members of the State Board of Education.

In accordance with the recommendation of the Cabinet, life diploma fees were increased to $5.00; the fee for all credentials to non-residents was increased to $5.00, and for residents of California to $3.00.

The board voted that for extension on credentials the regular fee be charged, provided that for extensions of two years or less no fee be required.

The State Teachers Colleges at Fresno and San Jose were authorized to grant the baccalaureate degree with a major in elementary and junior high school education.. The State Teachers College at Santa Barbara was granted permission to grant the baccalaureate degree with majors in home and community occupations and in home economics. The requests of other institutions are under consideration and will be reported upon when the investigation is completed.

The date for enforcing the new requirement of twenty-one units of education, which was to take effect February 1, 1923, was postponed to September 15, 1923.

### Retirement Salary Business

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Laura Grant Bacon, Los Angeles; Clara Clarke, Eureka; Lillian Ellis, San Francisco; Harriet A. Hendry, Banning; Lena A. Jackson, Napa; Anna Leland, Los Angeles; Albert Lyser, San Francisco; Mrs. Frances McAllister, San Francisco; Elizabeth A. Murray, Los Angeles; Catharine H. Page, Berkeley; Delia Sinnott, San Jose; Mrs. Blanche Allen Snow, Los Angeles; Christine M. Stack, Burlingame; Margaret Wythe, Oakland.

Under Section 14 of the Law — Isabella H. Critcher, San Francisco; Sadie B. Honn, Berkeley; Maude M. Silver, Walnut Creek.

Refunds of erroneous salary deductions, amounting to $142.12, were granted.

The board adjourned to meet in Sacramento in regular quarterly session, March 26, 1923.

Respectfully submitted,
WILL C. WOOD, Secretary.

## THE BUDGET FOR CALIFORNIA SCHOOLS

The Board of Control, under the leadership of Nellie Brewer Pierce, prepared a budget for Governor Friend W. Richardson in accordance with the recent amendment to our constitution. The budget does not provide sufficient funds for maintaining the California Teachers' Colleges, the State Board of Education, the Office of the Superintendent of Public Instruction, and the State Library. The constitutional amendment, No. 16, however, which was adopted in 1920 to provide adequate salaries for teachers, protects the elementary school funds. The entire state school system, however, is facing the greatest and most deplorable reaction since its inauguration in 1864. Unless the taxpayers, teachers and students fight mightily against the Richardson budget for the schools, the educational progress of California will be stopped. The first time in its history California has taken a backward step. Hon. Will C. Wood has leaped into state-wide fame among the common people, whose hope for their children is in the common school. All that is necessary to do to arouse the common people is to circulate that portion of Richardson's message that refers to the schools. It is unjust, so lacking in appreciation of the great educational work that the State Board of Education, under the leadership of Will C. Wood, has done for real service, that every one cognizant of the facts denounce the Governor. Mrs. Pierce and the corporations are jointly responsible for the budget. The following is an extract from the Governor's message of February 1, 1923:

"The recommendations made for the schools are undoubtedly greater than they should be, but it has been my purpose to be liberal in the matter of eduaction. Extravagance in educational matters has run riot during the past few years. This budget shows an increase of $8,618,627.60 or 23 per cent in the past two years. Politicians in the guise of educators have squandered the people's money with a lavish hand and have denounced advocates of thrift as enemies of education.

"A great political organization has been built up which has cost the people an immense sum but has added little to the value of education given school children. The laws have been cunningly amended so that supervisors, school boards and boards of education have little control over the expenditures of school money and hence can not check extravagance. The people are loud in their protest as indicated by hundreds of complaints received by me, but they are unorganized and unable to cope with the schemes of certain political educators.

"The expenditure of school money in this state must be put on a business basis and the schools must not only teach but practice thrift. Educators should be left in control of educational matters, but sound business men should be in control of expenditures."

Had Governor Richardson made a cut of ten or fifteen per cent from each and every department of our state government he would have had the support of taxpayers and economists, but when he strikes the hardest blow at our school system, then we realize that it is not for economy's sake but prejudice, stupidity and failure to understand a government of the people, by the people and for the people. The corporations were angry at the King Tax Bill that was rendered necessary by amendment to the constitution No. 16, and so they gave "unseen" support to Richardson in his campaign, and now Richardson places one of the employes of the corporations, Mrs. Pierce, a former employe of the Los Angeles Light & Power Company, on the Board of Control, and the anti-school budget is the result. Governor Richardson had a great opportunity to be a wise and economic governor. The new budget system gave him unusual power, but he has failed, failed pitifully. He has made the dollar as big as a cartwheel in state government and put a flat tire on the wheels of social justice. He has made Will C. Wood the spokesman for the commonwealth and endangered even a "square deal" for corporations in the next election. The fact that he gave "the Board of Regents" a liberal budget for the University of California does not cloud the issue, for two thirds of the Board of Regents are representatives of corporate wealth.

As for Mrs. Pierce, A. R. Heron in his clear and masterful analysis of the budget at the Commonwealth Club showed very clearly that she had no real knowledge or appreciation of our great state institutions and that her idea of a commonwealth was not California but Arizona, and that she brought from the Los Angeles Power & Light Company a cafeteria mind. There is but one thing to do to save the situation, and that is, as a taxpayer and a citizen, make a personal fight for a reasonable support for the office of Superintendent of Public Instruction, for the State Board of Education, for the State Teachers Colleges, and for all of the other activities of state government that stand for the cultural values and the increased efficiency of the common people.

The fight against the anti-school budget is not a personal matter with Will C. Wood. His salary is not affected, and even if it were he has been offered three positions within the past year where the salary was even larger than that of the governor's. His job is bigger than the dollar. The corporations that maintain lobbyists in office

and out; that are selling stock with guarantees from seven to eight per cent; that issue stock dividends to avoid the income tax, and that maintain officials that draw salaries from $20,000 to $50,000 per year, are now in power. But the parts of this government have not been properly assembled. They have not given the schools a square deal. The result has been to make Will C. Wood the outstanding leader of the people to meet the demands of our state with its increasing population, its fast developing resources, its need for conservation of the common-wealth, its demands for human welfare legislation, and with service, not dollars, as the supreme test.

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### SANTA CLARA COUNTY LIBRARY

Statistics in a recent article on the Santa Clara County Library, where Miss Stella Huntington is in charge, show a marked increase in borrowers and in books. The library contains 66,048 books and serves 17,00 borrowers. The system includes 26 community branches and 71 school branch libraries served by the county library. This last year 9563 books were added to the existing library, while 1488 were worn out by constant reading. Special requests not included in the library were secured from the State Library by the former. The number of books borrowed in this way was 1253.

The Santa Clara County Library was established July 1, 1914. Miss Huntington has been librarian-in-charge since its beginning.

One of the interesting features of this library is the use made of books which are too worn to be loaned to card borrowers. The county librarian, according to the account in a San Jose paper, "sends them out to the county hospital tuberculosis pavilion so that the 'shut-ins' there may have a chance to read the books that have stirred the laughter and tears and emotions of the book-reading public. Naturally, books sent to the tuberculosis hospital are never again circulated; they remain there indefinitely for the patients' use. But no one can know the joy that these books bring, nor the hours of tedium and pain which they assuage. The 'branch' at the pavilion is carried on with the same punctilio as any other. It has a regular 'custodian'—a cripple with an empty sleeve pinned to his shoulder—who is as proud of his 'job' as Miss Huntington is of hers, and as careful.

"All sorts of books go out there—at first, mostly fiction. During a trip out to see how the branch was getting along, however, Miss Huntington was told by the custodian, 'What we need is a dictionary and some books on philosophy!' So the good fairy of the county library came back, looked over her shelves, culled some worn philosophical books from them and, with the office dictionary, which had been shelved in favor of a newer edition, made up a bundle which Supervisor John Roll accommodatingly tucked in his automobile and carried out to them. For John Roll goes often to the county hospital—it is rather a hobby of his that the county hospital shall be as good and as sanitary as up-to-date private sanitariums. Contented minds, he thinks, are as necessary to the well being of invalids as medicine itself, so he often acts as 'carrier' when fresh supplies of books are to be taken to the pavilion."


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### CHILDREN'S SONGS AND STORIES

No better proof of the efficacy of the project method of teaching primary children could be asked than a little book called Songs and Stories of the Wildflowers just published by the Harr Wagner Publishing Company. **Miss Norine Connelly, second grade teacher at the Washington School, Berkeley, Cal., chose for her project in the spring of 1921 the California Wildflowers.** In working out her program she planned to teach the children reading, composition and oral expression, as well as music, drawing and nature study. All their school activities she centered as far as possible about this one project, rousing their curiosity and stimulating their interest by variations of goal and method.

The results are simply amazing. The children, vitally interested, as all children are, in the pretty wild things of wood and field, gathered the flowers and learned their names and histories. Then they made drawings of them and make up stories about them. Finally the stories were written and the best ones selected for the book. Miss Connelly promised as an exhibition of the class "Very best" work. Charming little conceits growing out of childish minds were transferred into two-line or four-line verses with an ease no one who had never discovered the scope of a child's imagination and rhythmic sense would have thought possible.

The next step was to fit the word rhythms to music. Again the task was accomplished with astonishing simplicity and effectiveness. The children actually composed little songs, both words and music, catching the spirit of the flower they studied.

As an example of what the child brain and imagination can achieve under the inspiration of genuine interest and love of the work, Miss Connelly's book is a revelation. Moreover, reading the stories and hearing the songs, none can deny that the children have learned their language and their music better, far better, than most second graders learn these things.

It is a charming book not only to us who, as professionals, read into its lines the advance in teaching methods that it represents, but to all parents and good people who love children. Most of all it is a book charming to children, for it is born of the childish mind, written for childish enjoyment, and by childish hands accomplished.

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### RETIREMENT SALARIES

Effects of an adequate retirement system:

1. It has made salary more nearly adequate.

2. It has made suitable provision for age and disability.

3. It has improved the teaching staff by removal of those who have worked too long and too hard and who long ago were entitled to well earned rest.

4. It has made the position of teacher more honorable and more attractive.

5. It has enabled teachers to live under more humane conditions with regard to proper expenditures.—(The status of the Massachusetts Teachers' 70th Annual Report, Mass. Board of Education.)

Principle of retirement salaries for teachers is so firmly established that no arguments are needed as to the importance of the measure, the wisdom of its provisions, the extent of its benefits. While from citizens at large the stronger pleas are undoubtedly made on behalf of retired or worn-out teachers, school officials make their recommendations for amendment of the law on the ground that it is a many-sided economy—a saving in the quality of service, by bringing in those better able to handle educational subjects and methods according to needs of today— a saving in the work of those who must necessarily help out teachers whose best is no longer good enough, and a saving in the time for children to complete their school course if under the care of those best fitted for the work needed today.

## STANDARD TESTS: THEIR PLACE IN SCHOOL

J. D. Sweeney, Red Bluff, Cal.

A quarter of a century ago, more or less, the writer became convinced that no dependence could be placed upon the marking of test papers by the ordinary teacher unless one knew the teacher. In connection with this, he so expressed himself during a county board of education meeting where the matter of grades for certain papers came up. His colleagues disagreed with him, and to test the whole matter he had printed, just as handed in, one paper in arithmetic which was sent to all teachers in the county with the request to grade same as if it were one of their class. Nearly fifty teachers responded with grades from 20 to 90 with a median of 71. Fourteen teachers in the largest graded school of the county ranged from 40 to 85, one of them, Miss Bofinger, having the median grade of the county.

Soon after this, men in prominent places began similar experiments with similar results, until now all progressive teachers are convinced that our system of personal tests and personal marks give no basis of comparison whatever, and because a child may be receiving high marks under one teacher and low under another is nothing whatever to go by except to tickle fond mamma's fancy. And so we have seen within very recent years, especially since the war, a great flood of tests of all kinds and have noted all sorts of opinions being expressed; from a press dispatch which declares "Intelligence tests to be bunk" to those which base all upon such tests, overlooking a score of conditions and situations which may affect them. From our point of view, both are wrong. Ability (we prefer this to "intelligence") tests are not bunk. They do have merit. They are of great value under proper direction, when used with care and discretion. Unfortunately as yet, teachers and parents are not well enough acquainted with them to use them as sole guides, even if that were wholly desirable. Nor do we believe that children should be heralded to the world as prodigies or block-heads. These tests at best are not absolute; they are but guides in the right direction. We cannot yet stamp any child (with very few glaring exceptions) and say this child is 75 per cent normal and that is 79 per cent. Poor ears, poor eyes, poor digestion, poor home surroundings, poor sanitation, and a dozen more poor conditions may affect the result of any of these ability or educational tests. So we find that in testing a large number of children by several tests that, while a large number test remarkably uniform at each end of the scale, there are many who test high on one and low upon another.

Nor is it best to herald any child as exceptionally bright, as that may have a very bad effect upon her, and lead her to do poor work; neither should any child be told that he is hopeless, else he will lose all hope and his last condition will be worse than the first. Unless teachers are well versed in the entire matter it will not be well, even for them, to know that one child is exceptionally bright and another is almost hopelessly dull; as she may act accordingly, she may expect too much from the first and nothing from the last.

But with all the defects of both ability and educational tests they are a great advance step. No longer need we to classify by guess, which is what we have done for years, but each child may be treated as an individual and may be measured by the side of all others of similar grade or age. The teacher by giving the same test given in Chicago and grading it the same way can compare her children with those of the latter city. The children themselves can know just how they compare with others of their awes and grades, and will conform to proper classification with more grace than under the old "want-of" system.

For years fond parents have insisted that Susie should keep pace with Mary because they were born the same month. But never did they insist that Susie should weigh as much or measure as tall. One is as reasonable as the other, for there are as many deviations from a fixed mental standard as from a physical. We have talked of retarded pupils and have advocated that no child should ever be held back in class, yet late investigations show that we have a few children who might, if permitted, do the entire eight years' work in four years, while there are many who cannot do it in fourteen. How unjust, then, to expect the poor lad whose low mental age does not correspond with his physical age to try to keep step in class with the lad whose mental age is far ahead of his chronological age? We are now beginning to discover that the so-called retarded are far ahead of where they can do good work, and that by means of tests properly used, we can place children where they can do work to the best advantage.

Observation shows that those few educators who loudly proclaim against the use of standard tests are the very ones in greatest need of these measuring values and devices. Some teachers fear that these tests will reveal their weaknesses and thus reflect upon them. But their chief effect will be to show such teachers how they may improve their methods and classification, and any good teacher should welcome that. Some parents cry out against tests. But those are they who still expect ten-year-old Mary with a seven-year mind to keep pace with ten-year-old Annie with a twelve-year-old intellect. And if by any means we can overcome such a crime and sin, let us welcome it.

II.

While ability and educational tests are comparatively new to many, still men like Terman of Stanford have been working upon them for many years. At first such tests were used mainly to detect feeblemindedness, and from this has come much of the prejudice against such terms as "intelligence" tests. When the great war broke loose, Uncle Sam wanted men fitted for certain duties and wanted them in a hurry, so these experimenters were called into service and by use of such tests as the well known Army tests they were able to aid in a wonderful manner the placing of men. Thousands of men were separated into groups designated as superior, average, below average, etc. The men showing marked superiority were trained for special duties and the others for other lines of activity. The plan worked so satisfactorily that great impetus was given the whole subject of tests, and today every university and normal school is devoting time to such work, and there are now a score of men who are recognized as leaders in the nation, and one has but to mention such names as Terman, Haggerty, Whipple, Thorndike, McCall, Starch, Ayres, Courtis, Franzen and Otis to recall how extended the work has become.

There are two general forms of ability tests, the individual and the group. The first is slow and not practical except for special cases. A group test can be given to any number at one time, and for general purposes is more useful for schools than the individual test. As a result, the group tests are being used to a great extent—in fact, these tests are being turned out like hot cakes off a griddle, and there is danger in overdoing it and thus causing a reaction before the whole plan is given a fair trial. Unfortunately, these tests are still quite expensive, mainly because the number used is still small, as well as the fact that so many are on the market that no one gets large sale. We believe it would be wise to confine the number to a few and perfect those so that it would be possible for their general usage. As a rule, these tests are so simple that any teacher can, with little study, give them quite satisfactorily if she will but follow the directions exactly. The scoring of the tests is just as simple and takes less time than does the correcting of the old form of examinations.

We believe the time is close at hand when money may well be spent for standard educational tests. Too long have we advanced slow children too rapidly, getting them beyond their depth and discouraging them so they either slack up on work or leave school. At the same time we have been holding back the superior children because of their years and they have drifted into lazy habits because they have not been kept busy, and they, too, fail, become laggards or fall into the habits that follow them through life.

These tests have shown that ability remains proportionately the same at all ages. So an eight-year-old child with six-year ability will at twelve have but a nine-year ability and so must of necessity either go slow or spend two or more years in different grades. On the other hand, a child at eight with ten-year ability will at twelve have fifteen-year ability, and so is able to do more than regular work somewhere along the line. Thus it can readily be seen that two such children starting together at six will at twelve be far apart if allowed to progress according to their ability. Nor is it any more disgrace to the slow one than for him to be four inches shorter or twenty pounds lighter than his chum. If parents would but consider all this, what an advantage it would be to all if they knew these facts and so would not try to drive the child, teacher and school to keep a 75 point child up with one with a 150 point ability jut because they live on the same block, are of the same age, and started to school the same day, and their mammas belong to the same club. How many heartaches and misunderstandings would be avoided and how much happier the children would be.

These are some of the things standard tests, properly handled, both educational and ability, will do, and parents as well as teachers will do well to investigate them,

and even where they may doubt the results of local tests have their children examined by specialists just as they now do in case of poor vision or defective hearing.

III.

In all this, one thing must be borne in mind ever, and that is because a child may have a lower or slower ability than another does not mean that he is doomed to failure and may not become a good citizen and attain to more or less degree of efficiency. Nor must it be forgotten that one child may show somewhat slow mental action and still be gifted for manual work far above his apparent brighter companion. Such children may become splendid workmen, and this is one of the things that will result from these tests—the discovery of such manual-minded lads—and turn them into proper channels rather than continue to encourage a lad to become a lawyer when he should be an electrician. He will make good at the latter but fizzle as an attorney.

Ability tests measure what a child can do. Achievement, or educational tests, measure what he has done. So the latter are useful as well as the former. And so we now have many usable tests in spelling, writing, reading, arithmetic and more recently in geography. As yet, I know of none very practical in history and grammar. These tests are first tried out on thouands of children until a standard score for each grade is established, after which any good teacher can use them. By means of such achievement tests each child can see for himself what grade work he is doing in each subject. Teachers can also not the weaknesses of children and thus emphasize certain work for all or for individuals. Some day such tests will be our main measure for promotion, for if a child cannot do fourth grade work, why advance him to that grade?

Such a plan will mean better grading, better work, better results, less worry for all, less expense, and far better in every way than our present hit-and-miss plan(?). Pupils will be prompted by subjects, probably smaller classes may result, and more teachers may be needed, but at that it will be advantageous to all.

As yet there are few ability tests suited to first and second grades. The Dearborn test, which is entirely a picture test, is said to be good, but I have not used it. In the second and third grades the Haggerty Delta test gives good results. It is a little hard to score, but on the whole forms a very serviceable test. For grades three to eight the National tests are about the best. They are not long, do not take much time to give, and are not hard to score. Each test of the set has a fore-exercise which introduces the actual test, thus simplifying the work of giving. In upper grades the Haggerty or the Terman may be used, especially to corroborate results of the National, which I consider best for intermediate grades. The Otis test takes considerable time to give, nearly an hour in eighth grade, so is not the best for use. For high school grades, probably Terman is as good as any now out. There are many others, but we believe these are the best adapted to the grades mentioned. The writer used four such tests last year with one group of eighth graders and found the results very striking, and the general standard by each pupil practically the same in all tests.

IV.

In the class subjects there are several tests now used. Ayres spelling scale is not good in this state, since the list of words given is that studied in classes. The Starch spelling works well with us. Ayres writing scale is good, although we have used the Zaner because that is the state system of writing. Thorndike is good. Monroe has good tests in arithmetic. So Stone, Courtis and Woody. Trabue has worked a composition scale and Hahn-Lackey have produced a workable scale in geography. Haggerty and the Kansas Normal have reading tests that give good results. The state university will be glad to furnish these tests or any information concerning them. A survey of a school made by half a dozen such tests in October and another again in May will go far toward properly grading the school. All these tests are being improved, and if there is any one danger other than that suggested above, it is the danger of making these tests too scientific for the average teacher to use. Already we are running into differential calculus and higher algebra to find a lot of figures which at best are but speculative and which grade teachers cannot follow. We are crowding the field with confusing terms such as real median, actual median, quartiles, norms, co-efficients, frequency, correlation, variability, objectivity, evaluation, reliability, deviations, weighted value, etc., etc., until teachers are apt to throw over the whole plan in despair.

Let it be borne in mind that unless tests are given according to the letter they are of no value and the time is wasted. If a test calls for five minutes and six be given that class has an advantage of 20 per cent, etc. Investigators have experimented long with these tests and have worked out methods of giving, and unless given that way they will serve to measure no more than if one were to measure a distance with a two-foot rule twenty inches long, or weigh with pound weights two ounces short. As stated already, there are factors which must never be forgotten. A child may be naturally slow and since all these tests are given on a time basis they may not show up as well as they actually can, but on the whole the rule is a good one. Often a bright child does inferior work because of laziness, and so deserves less credit, while a plodder may actually do very acceptable work. A nine-year-old boy with a twelve-year ability who is doing but ten-year work does not deserve the credit a twelve-year-old boy with a nine-year ability does who is doing ten-year work.

So both ability and achievement tests must be used to properly place children. A pupil scoring well in both can be advanced as fast as possible. A child scoring average ability but good in achievement can safely be advanced. A child with high ability and low achievement needs stimulation both from home and school. The lad with low ability should be given special provision and not kept with normal children whenever such is possible.

Colleges are using these tests for admission and thus thin out many who do not show ability to do advanced work. High schools are using these tests to place students in proper courses, and large cities are using them for classification of all grade children, hence our schools should begin to investigate and endeavor to make use of this factor which is prepared for us. Teachers need some training and a lot of common sense before using. In the hands of untrained teachers who are unfamiliar with them they become valueless and actually dangerous.

There are several books dealing with these, one of the best being McCall—How to Measure in Education. But for a beginner it is not practical. Wilson and Hoke—How to Measure—is better for one not knowing anything of the subject. Tests have value in school and they are destined, in my opinion, to come to have prominent place in classification, and unless we adopt them we will find our schools lacking. Use them in some manner in promotions and classification and they will prove far more satisfactory than our present by-guess and by-gosh method of guessing for promotions.

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*And*
*Tired Eyes!*

Compositions, problems, exercises lie before you, written on ordinary paper. The first is easy—the second—the third. You stop perhaps to put on your glasses. The pile dwindles slowly, and your eyes feel tired from the glare. Finally you are done, and your eyes hurt from the strain. *Eyestrain from the white paper—the unnecessary glare caused by reflection of light!*

Not just for the pupils do we urge you to specify BANK STOCK. Your eyes are as precious as theirs. You should profit, like them, from the neutral tint of BANK STOCK paper, which *absorbs* the light and minimizes eyestrain.

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SAN FRANCISCO

## VITALIZING THE SUBJECT OF SPELLING

By W. L. Mason

Is there anything more deadening to the brain of a child, or more lacking in actual mental profit, than the mechanical spelling, by a class of eighth or ninth grade public school pupils, of twenty-five or fifty words from a spelling book? Learned with but one purpose—that of getting an "E", or making a satisfactory recitation—the words are forgotten as soon as repeated, and the mind becomes a sieve through which most of what is put into it passes, leaving but a small modicum of knowledge behind, instead of being a receptacle to hold and retain that which it receives.

Is there any way by which the subject of spelling can be vitalized so that the pupils will study it not only with interest, but with understanding, and will remember what they have learned? Most assuredly there is, and that is by making the subject a study of words, rather than a mere parrot-like repetition of meaningless syllables.

Take a paragraph from a textbook, magazine or newspaper. Read it aloud, or, if not too long, have it copied on the blackboard. In view of the fact that there are so many pupils who are eye-minded rather than ear-minded, perhaps it would be well to present the paragraph both orally and in writing. Then underline the words which it is intended the pupils should learn to spell, and have them copy these into a note-book—ten, fifteen or twenty-five words, according to the number you wish them to learn. Then, after all the words have been copied, let the teacher read the paragraph again, this time carefully explaining the meaning of each word, and substituting synonyms for the words already used.

They will then not only be better able to grasp the word and its meaning, but will study with more interest and intelligence than if the words are given in a list without any connection. The value of this way of studying spelling has been recognized recently by the publication of a work entitled "Words, Their Spelling, Pronunciation and Definition and Application," published by the Gregg Publishing Company and giving illustrative sentences showing "the words applied."

Another effective way of vitalizing spelling is to have the members of the spelling class supply themselves with a copy of a newspaper and clip the editorials from it. Then, let the teacher select the words she wishes the class to learn to spell, and require the pupils to underline these words and number them. After explaining their meaning and drilling them on their pronunciation, each word should be looked up in an unabridged dictionary, studied, and two definitions, or synonyms, copied and memorized.

When hunting for definitions of words, pupils frequently make the mistake of confusing nouns with verbs, and adjectives with adverbs. The teacher should insist that the definition given should not only correspond as to the part of speech, but should also correspond as to number, case and tense with the word to be looked up. If this is done, the pupils will not only learn to spell words, but they will learn their meanings intelligently by seeing them in their proper setting. They will learn also how to discriminate between meanings and will in a short time enjoy the study of words, and become intelligent students instead of unthinking parrots.

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The Tulare County Institute will be held in Visalia on March 13, 14 and 15. Arrangements are being made for a program of merit that will inspire the teachers to their best work for the closing months of school.

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July 1-7 has been set as the date for the 1923 Oakland-San Francisco meeting of the N. E. A. This will give teachers an opportunity to attend the sessions.

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A half-million dollar bond issue is being planned for the schools of San Rafael, where O. R. Hartzell is city superintendent of schools. The election will take place during the early part of March.

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Special classes have been organized in the Berkeley schools, where 230 children are cared for in small groups, where their individual needs are met. These classes were begun in January, 1923, and twelve teachers are in charge.

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School banks are becoming more and more a part of the school systems in California. The Emerson school in Bakersfield, where Mrs. June Schley is principal, has a bank where the children can deposit money and learn to manage finances.

## CALIFORNIA PIONEER

The personal stories of the men and women who crossed the plains in the 50s seeking El Dorado in the West must in the nature of events be adventurous and dramatic. And time casts over them a deepening glamour as the conditions of life which they reflect become more and more alien to those of the present. Historically, all such documents are of importance to students of our cultural and social history.

Elisha Brooks was eleven years old when his mother led her family across the continent in a canvas-covered wagon drawn by four yoke of oxen. He tells the story of the heroism and hardships of this courageous woman in "A Pioneer Mother of California." And to the story of this pilgrimage is added an interesting account of later struggles and final success. (San Francisco: Harr Wagner Publishing Company.)

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## TEACHERS' SALARIES RAISED

By unanimous action of the school board, Chicago's 10,000 public school teachers and principals—of primary, grammar and high schools — have been awarded salary increases aggregating $4,250,000 annually, effective September 1, 1922. Under the new scale the minimum annual pay of elementary school teachers, of whom there are 8000, will be increased from $1200 to $1500 and the maximum from $2000 to $2500; the minimum of high school teachers, 1600 in number, from $1600 to $2000, and the maximum from $3400 to $3800; the minimum of the 268 elementary school principals from $2500 to $3000 and the maximum from $4200 to $4800, and finally, the minimum of twenty-three high school principals from $3700 to $4300 and the maximum from $5100 to $5700.—Chicago Evening Post.


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## THE CALIFORNIA SCHOOL OF ARTS AND CRAFTS BECOMES A SEMI-PUBLIC, NON-PROFIT INSTITUTION

F. H. Meyer, the founder of the California School of Arts and Crafts, has turned the property of the institution over to a board of trustees. The school has been incorporated with power to grant degrees. F. H. Meyer will continue as director of the school. He has had a notable career, and has done much for the industrial arts, the fine arts, the teaching arts, and every phase of art. He began work as a teacher of drawing in the Stockton schools in 1898, under the leadership of James A. Barr, and ever since that time Mr. Barr has taken an active interest in the splendid work Mr. Meyer has done for the public and private schools in California. Mr. Barr becomes the leading member of the board of trustees. The college will require the same entrance requirements as Stanford, the University of California, or Columbia University, and will give degrees in applied arts, in fine arts, in education, in arts and crafts.

**F. H. Meyer**
**Director and founder of California School of Arts and Crafts**

No art college in America will give a wider range of work.

Teachers and normal students will be especially interested in the courses for supervisors and teachers of the arts, crafts and household arts. Besides the art training all students do practice teaching in the schools of Berkeley, Oakland and San Francisco or in the Saturday children's classes of the school. Because of the high standards for entrance and graduation, the school was placed on the accredited list by the California State Board of Education in 1915. Graduates of the school from the teacher-training courses receive state credentials from the California State Board of Education, entitling them to supervise or teach the arts and crafts in the elementary, intermediate and high schools of California.


Service

"I had six honest, serving men;
(They taught me all I knew);
Their names are WHAT and WHY and WHEN,
and HOW and WHERE and WHO."
(KIPLING)

WHAT was the Declaration of London?
WHY does the date for Easter vary?
WHEN was the great pyramid of Cheops built?
HOW can you distinguish a malarial mosquito?
WHERE is Canberra? Zeebrugge?
WHO was the Millboy of the Slashes?

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## HOW MUCH IS THE TEACHER WORTH?

Apropos to the discussion caused by the criticism of the recent grand jury of the salaries paid the teachers of the San Mateo High school, we would call your attention to a little bit of blank verse that we ran across this week:

**IF**

"It takes a fifty thousand dollar man to—
Guide a client,
Develop a coal mine,
Put a corporation on its feet—
What is that teacher worth who can take that boy of yours and—
Guide him,
Develop him,
Put him on his feet, and
Make a man of him?"

Roy Cloud in Redwood City Gazette.

## INFANT AUTHORS

"Children's Songs and Stories of the Wild Flowers," edited by Norine Connelly, is a book not only for the children, but by the children. They are only second-graders, but they made their own tunes and their own tales, which, their teacher, Miss Connelly, tells us, "have been printed exactly as the children told and sang them." The modern child knows the fairies, as all children should do, but he adds to his magic equipment, airplanes and even, sometimes, puns to account for familiar wild flowers. (San Francisco: Harr Wagner Publishing Company.)

## THE DISCOVERY OF GOLD

The discovery of gold on January 24, 1848, on the American River near what is now Coloma turned the tide of immigration towards California. The discovery of the yellow metal was made in January. In May the rush of gold-seekers began and in the next two years at least 100,000 persons had arrived in quest of wealth.

At the close of the Mexican War a few thousand adventurous men had come West. They brought word that more settlers were coming. Captain John Sutter, who had an eye for business, determined that he would trade with these newcomers. He was stationed at Sutter's Fort and he reasoned that whether the immigrants were hunters, trappers or farmers, they would need homes in which to live. He made up his mind to supply the lumber. James Marshall was a friend of Sutter's. He was from New Jersey, but had been in the West since 1844. He had spent three years in Oregon and came to California in 1847. It was then Sutter met him. The men determined to go into the lumber business together.

A sawmill was built on the American River. A road was built from there to Sutter's store about forty-five miles away. By January 15, 1848, the mill was up and ready for use, but it was necessary to test the ditch which was to carry the water to turn the mill. One evening Marshall opened the flood gates and the water rushed through the ditch, clearing out much earth with it and deepening it. Marshall left it running all night.

The next morning he returned to the ditch and saw the clear bottom. As he walked he saw what he thought were bright and yellow pebbles. He picked them up and looked at them closely. Could it be gold? The next day he found some more. He decided to take some of them to Sutter. He gathered a number of the yellow lumps, put them in a bag and went to Sutter's Fort. Drawing Sutter aside he showed him what he had. Sutter was deeply interested. If this were gold it meant a complete change in his plans. It meant that gold seekers would grab his territory, which he thought to develop into a prosperous settlement. He took his encyclopedia and studied the different methods of testing gold. The metal stood the test. It was indeed gold!

The men determined to keep their secret for the present and to meet the next day at the mill stream. Marshall returned alone. The next day he met Sutter on the road. They went together to the flood gates, opened them and as the water rushed down stream and carried the soft earth with it there lay exposed more of the yellow lumps. They were gold nuggets!

It was impossible to keep the secret. The news spread like wildfire. The rush for the American River began. The people went almost mad with excitement. No matter what the occupation was it was deserted for the magic lure of gold.

From every part of the state they came. From every part of the country they came. From all corners of the globe where the news was carried came the onrush of human beings all possessed with the one desire, the lust for gold.

Fields were left half-planted, stores were closed, for both clerks and owners were on their way; houses were left unfinished, even the sailors who came to port left the ships and started for the gold fields. San Francisco and Monterey were almost deserted. The center of population was on the banks of the American River and here every type of man might be found digging and washing the soil and hunting for gold.

There were about ten thousand people in California in January, 1848. By May the news had spread to the East and overland the great migration began. Reports were sent to the East and in his message to Congress, December 5, 1848, President Polk told the people that the news of the great discovery was true and he read from Governor Mason's report of conditions in California. The report stated that no capital was needed to find the gold. All one needed was a pick, shovel and a tin pan in which to wash the gravel. The report told of the high prices of food, shelter and clothing, but gold was spent as freely as it was found. A box of gold was sent to Washington and stories of what seemed fabulous wealth to be obtained were afloat. So the great tide from the East began.

There were three ways the trip could be made from the East to the West Coast. They were by boat around Cape Horn; by boat to the Isthmus of Panama, which was then crossed to the Pacific side and from there northward to California's coast; and various trails overland.

The first way, around the Horn, took several months and was very tedious to those who were in haste and feared that the gold would be gone ere they arrived. Those who traveled by way of the Isthmus had to cross from the Atlantic to the Pacific side on mules and a part of the time in canoes or boats until they reached the western coast and boarded the ship for their destination. The hardest trip was the overland trail. This was difficult and dangerous. Horses, mules and oxen were harnessed to wagons and families made parties and started on the long trail. Over mountains, across plains and deserts and through an unknown country whose only inhabitants were wild animals and Indians, the emigrants, strong in courage and hope, pursued their way.

But this was not all. Miners, refugees, adventurers, as well as true-hearted people from France, Germany, Spain, Great Britain and other countries poured into California. About four thousand Chinese came. Americans, however, outnumbered them all. It is estimated that of the 100,000 people in California about 83,000 of them were Americans. Some five thousand people died while on the way to California in 1849.

Before the close of 1848, $10,000,000 in gold had been mined. In 1849 the yield was four times as great, and in 1853 it is estimated that the amount of $65,000,000 was reached. The gold was picked up, dug out, pried from the rocks and banks with knives, and washed in gold washing pans from the streams. Valuable nuggets worth thousands of dollars were sometimes found. Two partners in seven days made $17,000 and large fortunes were made and lost, for money was freely spent.

There was some lack of law and order with the sudden influx of humanity. Gambling and vice were rampant. Everyone was making money and it amounted to a frenzy. San Francisco, Stockton, Sacramento, were all centers where the men went for amusement and to spend their money. Though there were many rough characters it must be remembered that among the early Californians there were many who were strong and true, and it was these who formed the foundation of our glorious "golden state".

The historian, Theodore Hittell, tells us: "the greater part, though rough in dress and not over-nice in language, were sober and industrious, well fitted to preserve public order and admirably calculated to found a great state. Thrown upon their own resources in an untried field, they had to pursue a new career. Having no precedents they had to make precedents. . . . Taken in general, there certainly never was before, and it may be doubted whether there will ever be again, thrown together, under such peculiar circumstances, such a body of choice and picked spirits."

Of the women of early California, Rockwell D. Hunt says: "

"Scarcely an American woman was anywhere to be found outside the cities and towns, and even there they were but few. Probably no need was more keenly felt in the days of '49 than the need of pure and noble women and the homes they would have maintained. As it was, without restraining influences of womanhood and home, life was a scene of constant change. Every town and village was 'alive with a mass of unkempt men clad in flannel shirts and heavy boots, who were inspired with the one desire to hurry on to the mines.'

"Yet even at the mines not all was greed and avarice, nor were touches of sentiment by any means lacking. A pioneer tells how one day his town 'was electrified by the rumor that an invoice of women's bonnets had arrived and could be seen at one of the stores. I do not overstate the truth.' he declares, 'in saying that the thoughts of home that were awakaned in the breasts of the rude-looking men at sight of those bonnets started tears from eyes that the worst forms of privation and hardships had failed to moisten.' An infant's cry was sweeter than the voice of an angel to many a lonely, toiling father who had left his home and family three thousand miles away, staking his all upon this new adventure in California. The few good women who had accompanied their husbands and brothers proved a godsend to the towns and mining camps in which they stayed."

An interesting sidelight of life in California at this period is given by Jessie Heaton Parkinson in her book, "Adventuring in California". This writer was so fortunate as to secure the diary of two prospectors. They were the original partners in Bret Harte's story, "Tennessee", which attracted almost world-wide interest. A portion of the diary reads:

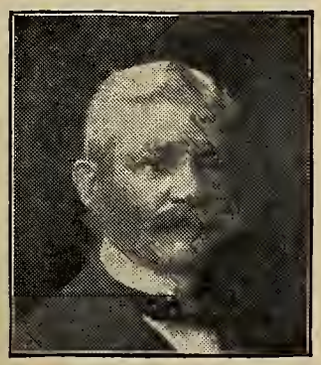
"The week ending April 10. We have taken $162.

"The week ending April 17. Our lead is crooked and we have only taken $60.

"The week ending April 24. Have taken $348.

"The week ending May 8. Have taken $250. Pratt went to Sonora. On his way back, bought 2 cows. Paid $150 for them.

"The water has failed. We discharge our men & give up washing for the season, & June 26, 1853, Chaffee & I start for San Jose, to see what the prospects are in that burg. We walk 20 miles & stop at Shoemakes(?). We were disappointed in getting a seat out of 3 stages, & finally take passage in a team; go to Blue Cottage & stay over night. 28, take one of the stages,



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& it whirled us into Stockton in a hurry. At 4 p. m., take steamer American Eagle for the city."

Emphasizing the spirit of equality and kindness that existed among these rough people in the days of '49, Hunt continues: "Grasping spirits were plentiful, to be sure; but good fellowship, genuine hospitality and open-hearted generosity were much more plentiful. Never was there a finer practical sense of equality among men than that found here in the new West, where pedigree was forgotten, where earlier profession was abandoned and where judge and professor 'dug' shoulder to shoulder with menial and bootblack; here every stranger was given a cordial reception and none was permitted to suffer for the necessities of life."

Thus did the wealth of California grow and thus did her sons and daughters by adoption at first, and later by right of birth, begin the building of a substantial and glorious state. Brave hearts and true they were, those men of '49, and we live to reap the rich heritage of their courage today.

Of those days the poet, Joaquin Miller, sings:

"We have worked our claims,
We have spent our gold;
Our barks are astrand on the bars;
We are battered and old,
Yet at night we behold
Outcroppings of gold in the stars.

"Tho' battered and old,
Our hearts are bold,
Yet oft do we repine
For the days of old,
For the days of gold,
For the days of '49."

Superintendent Harry Bruce Wilson of Berkeley delivered an address before the students and faculty of the University of Oregon on his way to the N. E. A. in Cleveland. He is on the program for the following addresses:

"The Training and Development of Teachers After Entering the Profession"; discussion in the Round Table Meeting of the Superintendents of cities of thirty to one hundred thousand.

"Making the School Curriculum"; thirty-minute address before the Round Table of Superintendents of cities of one hundred thousand to two hundred thousand population.

"The Responsibility of a State for a Complete Program in Vocational Education"; thirty-minute address before the Department of Vocational Education and Practical Arts.

"Visual Education in Relation to Purposeful Education"; thirty-minute address on the program of the National Academy of Visual Instruction.

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Acting Superintendent Archibold J. Cloud was authorized by the Board of Education to attend the N. E. A. meeting in Cleveland, Ohio, the last of February.

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## HOW DANCING CAME TO DANSVILLE

By James Morrow Malloch

(A Story of Religious Psychology)

It was a great day in Dansville when the little church on the top of the hill was dedicated. Compared with the cathedrals of Europe or the majestic proportions of some American monuments to the faith, the building was not much to look upon. Projecting itself out of the hilltop from which the hay had been recently mown, it rose tall, slim, white and awkward as the young colts grazing in the nearby pasture. But one thing was clear: The unadorned edifice stood for community achievement and represented the Almighty in a weary land.

Unadorned? It was not wholly unadorned. It boasted six painted windows, three on each side of the narrow sanctuary, through which the light of day came struggling like the memory of saints and martyrs through the dimness of the centuries and from which the yellow light of the lamps of evening filtered to the surrounding fields, giving the little building the appearance of a sparkling gem resting in the lap of night.

And with these painted windows the tale begins. Many powerful sermons were preached on the great day of the dedication and the spirit of the Lord was with his people. But in the cool of the evening temptation entered into the garden. Two small boys, forgetting for a moment the sanctity of the Sabbath, began to toss a ball one to the other. The ball, apparently seized with a weird desire to view the interior of the new church, penetrated one of the painted windows, leaving a small irregular aperture.

A time came when, through this aperture, I looked upon an august assembly of the officials of the church. The minister was seated directly in front of the pulpit and the elders occupied the front pew before him. The countenance of the minister was tense and the faces of the elders were grave.

"The vineyard of the Lord is thirsty," the minister was saying. "We need the refreshing showers of a great revival."

"I agree with our pastor," broke in an elder. "The ways of the world are pleasant, but the young people are forgetting the God of their fathers. The fear of the Lord is the beginning of wisdom."

"My wife was remarking today,'" responded another elder whose ideas were not always strictly original, "my wife was saying this kissing game in which the young folks have been indulging so freely is a great hindrance to the spiritual growth."

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The book is illustrated with attractive pictures, the type is large and easy to read. Each chapter closes with a list of 'things to think about and do.' Mrs. Sheperd has given us something new in this book for children and has made a distinct contribution to education and joy of children."

***Virginia Journal of Education***
Richmond, Va.

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"But kissing games have been played in this community for years?" inquired the first elder.

"So much the more reason for a great revival," answered the second. "It takes a great upheaval to uproot an old sin."

"Very true," agreed the minister, again taking the meeting into his own hands. "I have in mind a wonderful man of God who has saved thousands in great meetings over the country. He brings his own tent, music leader, and workers."

"I move that he be invited to come to town," said the first elder.

"I second the motion," responded the second elder.

"So ordered, Amen," stated the minister.

And the evangelist came. A large tent was erected on the old circus grounds just opposite the town hall where the annual political and school board meetings were held, and a large sign bearing the inscription, "Get Right with God," was swung between two tall trees on the roadside.

Farmers came from miles around and crowded into the canvass meeting place. The singing was electrifying, the shouting, moving, the appeals of the preacher, impressive. The meetings were held nightly except on Saturday, when the evangelist and his party rested.

Saturday night! The evangelist might rest but the young folks had determined weeks before to play. A community party had been arranged in the town hall and this was long before community sociology had sprouted in institutions of learning. Many a maiden blushed as she looked forward to the events of that evening and hoped that the chances of sport might throw her into contact with the coveted young man.

Fate dealt generously with me that evening. Across the room sat a girl I had not seen before. Her father had recently bought a farm in the neighborhood and this was her first party. In my boyhood fancy she was as sweet as the breath of springtime in the nostrils of the farmer lad—but this is not my love story.

In the midst of the fun-making, yea in the midst of a kissing game, the evangelist entered the hall. His face was white. His eyes burned in his head like coals of fire. His lips trembled. Advancing to the center of the room he raised his arms as if to speak. We all listened. He did speak. His voice was excited and husky.

"Young men and young women," he exclaimed, "the day of judgment is coming when this sin-cursed hall of carnal pleasure will vanish away."

So far the evangelist was quoting in part from a carefully prepared sermon. Suddenly, however, he grew more savage and began to speak in short, broken sentences.

"Kissing—Kissing—Kissing. The downfall of Babylon. The plague of the palaces of Egypt." He pointed a bony finger at the young people who were unconsciously moving toward one corner of the room. "You! You! You! You, who have been listening to my words every night. You kissing? Why these kissing games are worse than dancing!" He turned, paused for a moment, then walked rapidly toward the door, which he vigorously closed behind him, as if shutting in the world, the flesh and the devil.

The party was over. The joy which had been unconfined was brought to an untimely end by the appearance of this Savonarola of a degenerate day. That night many weary heads tossed on many unwelcome pillows.

The next day as the boys and girls of Dansville met each other and talked over the events of what proved to be the last kissing party of the town, they developed a philosophy of social relationships. Kissing is not bad. The evangelist says that dancing is no worse. Dancing therefore is not bad.

Before another month had passed a traveling dancing "professor" stopped over in Dansville. He came to spend a night. He remained to teach the boys and girls of the little community a new and forbidden amusement.

Last summer I returned to Dansville after an absence of forty years. By my side was a lady as dear to me as the night on which I first sensed the perfume of her presence like the breath of the springtime in field and orchard. The little church still protrudes from the hill, its windows covered with the dust of the years and its paint wrinkled with age. But the old town hall has been remodeled and, as we walked through the village, a new and strange music vibrated its walls. But we heard another music—memory, memory, memory, the sweetest music of the past—and this music was solemn with the mystery of life.

### TEACHERS, DO YOU WANT TO BE AN EXPERT EDITOR AND PROOFREADER?

Of interest to teachers is the announcement of the Mawson Editorial School, Cambridge, Massachusetts, regarding its three courses on proofreading and editing. The school offers its correspondence courses as special interest to teachers because their profession demands that they have knowledge while the Mawson School will capitalize this knowledge by training it in a direction where there are definite returns. "During the summer months, when schools and colleges are closed, the publisher and the printer are getting ready for their fall trade. This is the season when additional help is most needed — the season when many teachers are committed to enforced idleness." In explaining the course arguments in its favor are quoted which declare it to be not an overcrowded profession, one that is well paid, one that is dignified for either men or women and that bears no menace from advancing age as the experienced proofreader is indispensable. The Mawson School maintains an employment bureau where graduate students are placed if possible. Dr. Mawson is editor of Webster's International Dictionary, and is well known for ability, integrity and efficiency. The editor of this Journal knows his worth. Write to him now. Mawson Editorial School, Cambridge, Mass.

---

February 12, Lincoln's Birthday, was celebrated by the children of San Diego in many ways; some of the children were fortunate enough to come to the Philharmonic Concert given in the Spreckels Theater. This is the second of the concerts in the children's series which the county schools have enjoyed. The first concert given, January 15th, the children were the guests of Mr. John D. Spreckels—both city and county. There is much enthusiasm and sincere appreciation on the part of the children and teachers because of this generosity and because of the big musical opportunity. Two more afternoon concerts are to be given especially for the school children—one on March 15th and one April 9th.

This year there has been a splendid beginning made in the county schools in the way of cultivating music appreciation. The slogan is "A phonograph in every school!" Wherever the schools equip with a phonograph the records are carefully chosen to develop the appreciation of good music. All over the county there is a great wave of keen interest.


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## DEDICATION OF CORONADO HIGH SCHOOL

By Charlotte McLean

Patrons of the Coronado High School filled to overflowing the auditorium of the new high school building for the dedication program on Friday evening, January 12th, at eight o'clock. Several delightful features indicated the community spirit with which Coronadoans are backing their school board: The official flag of the city of Coronado, designed by a student in the school, was presented to the school by Harold A. Taylor in behalf of the city planning commission; Spanish War Veterans, represented by General Joseph H. Pendleton, added their gift of a splendid American flag; Coronado Masonic Lodge No. 441 supplied a much needed reader's desk for the auditorium platform, A. M. Rodgers, W.M., making the presentation. A hammered silver trophy cup mounted on ebony came as a complete surprise to all as the gift of Mr. A. W. Bush, president of the school board and chairman of dedication ceremonies. Competitive work in the art department from year to year will determine the holder of this cup, which is to be known as the Mary E. Bush Art Trophy, honoring Mrs. A. W. Bush.

Coronado High School's remarkable growth and history was the subject of a short resume by Miss Ada York, county superintendent of schools, while Austin Adams, playwright and lecturer, struck the keynote of the evening's enthusiasm when he urged a general participation in community activities with this school as a nucleus, saying, "Now you've got it—what are you going to do with it?" His remarks were delightfully in accord with the spirit of achievement.

The general plan of the new high school building is harmonious within and without. Its chaste facade faces upon a pleasant residence street from a setting of cypress trees which every southland visitor remembers as characteristic of Coronado. Within the building to right and left pleasant corridors lead to various departments equipped to delight the hearts of the most exacting faculty. Worthy of special mention are the showers for both boys and girls; the roomy shop completely equipped; domestic science department with marble slabbed desks, dining alcove, attractive buffet; chemistry and biology rooms featuring the modern tables with attached swinging stools; a roomy stage completely set with wings, lights, drops, etc., and built for acoustic perfection; and last but surely most important of all, the restful study hall, whose every line and decorative feature induce favorable composure for study.

Mr. J. Leslie Cutler, principal of the school, is indeed fortunate to continue his effective work in such an environment, while the school patrons, and especially the board of school trustees of the Coronado High School District, may well regard with satisfaction the completion of a project which has involved so much of sacrifice and effort for a period of years.

---

Superintendent W. L. Stephens of Long Beach believes that a city as well as the board of education and superintendent should have in their minds the objectives toward which that school system is working. Mr. Stephens feels that the body politic should be educated to the general objectives, so that as boards of education come and go they tend to carry out one broad scheme of educational development.

Mr. Stephens has just made a survey of the problem that will confront Long Beach in September, 1925, providing Long Beach increases in population in the same ratio as she has done in the last few years. In spite of the fact of completion of buildings in the next few months that will house 2500 children, Mr. Stephens finds that by 1925 there will be 6000 children without seats. To meet this situation he recommends additions to existing plants and establishment of several new schools.

Mr. Stephens' statement of objectives follows:

---

### Hits Machine Teacher

"A teacher must invite inquiry," Dr. Coffman stated. "A teacher must not be a mere automaton manipulated by stock incidents, but must be of such mold that trains of inspirational thought will be started in the student's mind. A coldly intellectual teacher is of about as much value in a school-room as a ship at sea without a rudder."

---

Dr. Halleck in an address during the afternoon session again asserted that one reason that teachers failed to put across their ideas was because they did not know themselves what they were talking about.

---

## WESTERN SCHOOL NEWS

Miss Bertha Weber, supervisor of music of the schools of Contra Costa county, has just returned from New York, where she has arranged for the publication of five songs. The selections to be placed on the market at an early date are: "The Sound of the Sea," "I Sing to You," **"Lincoln So Brave and True"** (this number will appear in the February number of Childhood), 'Evening Shadows," a pipe organ number, and "Melody in 4 Flat."

It is a credit to our teaching force when a teacher contributes something of permanent form to our musical values.

---

On December 8, 1922, the State of Texas officially adopted the Story Hour Series of readers, Carpenter's New Geographical Reader of Europe, and Brigham & McFarlan's Essentials of Geography, Books One or Two, published by the American Book Company. This is one of the largest single contracts ever made, and upon books the merits of which have been thoroughly tested. These books have been used largely in California and are exceedingly popular.

---

The Harr Wagner Publishing Company has issued a new map of California showing political subdivisions, highways and relief, 19x21, printed on Albion book paper. Price 25 cents per copy.

---

Dr. Henry Suzzalo, formerly a rural school boy in Santa Clara county, then a rural teacher, then a graduate of Stanford, now president of the University of Washington, salary $18,000 per year. This is some record for an American youth with pep and ambition.

---

The Huntington Beach Grammar School District of Huntington Beach, California, on February 3 voted a bond issue of $250,000. There were only 30 votes cast against it. The board and the patrons are backing District Superintendent Clark H. Reid in his program for larger and better schools. They are planning to build a 20-room primary building, pre-vocational school, a geographical laboratory and a unit kitchen. The enrollment has increased to 1020, being an increase over last year's enrollment of 30.5 per cent.

---

Superintendent Chas. C. Hughes is delivering a course of six lectures to a group of two hundred and fifty teachers of the Sacramento schools on "Practical Psychology." The lectures are exceedingly popular, and while the attendance is voluntary, the audiences have been growing larger at each meeting.

---

James Earl Russell, dean of the Teachers College, Columbia University, and author of The Trend in American Education, is visiting California and has been the guest of a number of functions in his honor.

---

Ex-Superintendent Alfred Roncovieri, after twenty-one years of service to the school department of San Francisco, has adopted fire insurance as his vocation. He has the good wishes for success of thousands of personal friends.

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Volume 4. Asia, about 65 pages. Price ..... $0.40
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QUOTATIONS FOR ARBOR DAY

"The pussy willows in their play,
Their varnished caps have flung away,
And hung their fur on every spray."
—William H. Bailey.

---

Summer or winter, day or night,
The woods are ever a new delight;
They give us peace, and they make us strong,
Such a wonderful balm to them belong;
So, living or dying, I'll take my ease
Under the trees, under the trees.
—R. H. Stoddard.

---

The alder by the river
Shakes out her powdery curls;
The willow buds in silver
For little boys and girls.
—Celia Thaxter.

---

"The poplar drops beside the way
Its tasseled plumes of silver gray."

---

Blow, winds! and waft through all the rooms
The snowflakes of the cherry-blooms!
—Henry Wadsworth Longfellow.

---

It is as if the pine trees called me
From the ceiled room and silent brooks,
To see the dance of woodland shadows,
And hear the song of April brooks.
—John G. Whittier.

---

He who plants an oak looks forward to future ages, and plants for posterity.
—Washington Irving.


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## BOOK AND PERIODICAL PUBLISHERS WARNED AGAINST USE OF SMALL TYPE

**A warning that the extensive use of printing type of smaller dimensions than 10-point is becoming a serious factor among the contributory causes of eye-fatigue and impairment of vision is contained in a communication from The National Committee for the Prevention of Blindness to the various associations of book and periodical publishers, advertisers, printers, school boards, libraries and other large users of producers of printed matter.**

**Particularly in the case of school books and other publications read by children is the use of small type harmful, the committee says. Reading matter intended for children of any age should never be printed in type smaller than 10-point. The type sizes recommended for children by the National Committee for the Prevention of Blindness follow:**

| | |
|---|---|
| For children 12 years of age | 10 point |
| For children between 9 and 12 years | 12 point |
| For children between 8 and 9 years | 14 point |
| For children between 7 and 8 years | 18 point |
| For children under 7 years | 24 to 30 point |

**The publishers of geography and history maps are among the most flagrant offenders in this respect, the committee reports. A special effort to induce publishers of school maps to use larger type will be made.**

**A research recently conducted by the Department of Education of the State of Ohio showed that certain styles of 24-point type were more easily read by young children than other styles of 36-point type. The ultimate abolition of the use of all 6-point and smaller types of any styles is urged by the committee. Publishers, printers and advertisers who have on hand large stocks of such small types are urged to use them only when their use is unavoidable, and to scrap such type at the earliest opportunity.**

**As an indication of the growing appreciation of the effect of type sizes on eyesight, the National Committee for the Prevention of Blindness reports that at least two public libraries, at St. Louis, Mo., and Springfield, Mass., have set aside departments of "Books for Tired Eyes" in which are included only books of 14 and 18-point type. These books are proving exceedingly popular with older people.**

**Practically all the books of the Harr Wagner Publishing Company conform to the requirements of this article.**

---

A. E. Winship in the N. E. Journal of Education of December 7, 1922, gives a graphic account of "Fifty Years with Californians." He begins with John Swett and William Swinton and includes among his personal friends David Starr Jordan, Elmer Ellsworth Brown, Fred Burk, Earl Barnes, Edward Howard Griggs, Will S. Monroe, Alexis Frye, Charles H. Keyes, Prof. Gayley of Berkeley, Casper W. Hodgson—then a mere kid among us—James A. Foshay, Charles T. Meredith, Samuel T. Black, John W. Linscott, Margaret Schallenberger (McNaught), Katherine Ball, Estelle Carpenter, Agnes E. Howe, Ernest C. Moore, Charles C. Hughes, James A. Barr, Alfred Roncovieri, Arthur H. Chamberlain, Mark Keppel, Will C. Wood, John H. Francis, Horace M. Rebok, Ellwood P. Cubberley, Albert F. Lange, Mrs. Susan M. Dorsey, Ray L. Wilbur, David P. Barrows, James A. Blaisdell, William L. Stephens, John A. Cranston, Irene Burns, A. P. Shipley, Jerome B. Cross, A. C. Barker, John F. West, George C. Bush, Mrs. Grace C. Stanley, Edwin R. Snyder, Job Wood, Jr., Edward L. Hardy, C. L. McLane, Thos. T. Thompson, Aurelia H. Reinhardt, H. B. Wilson, Fred M. Hunter, H. C. Johnson, Elmer L. Calve, Rufus B. von KleinSmid, William W. Kemp.

Mr. Winship has been making regular trips to California since 1875, and no man today is more popular as a speaker at our various associations. He is ever new, always the prophet of the future, and a vision that inspires, and translates into action the best ideals of the teacher.

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George Washington was kind and good;
He always did just what he should;
For fear he sometimes would forget,
And so his loving mother fret,
He wrote some rules within a book,
And often on these rules would look.

He wrote: "We should respectful be,
And often listen silently;
When others stand we should not sit;
To sleep in public is not fit;
Speak not when right to hold a peace;
Walk not when others choose to cease.

"To others never turn your back,
It does their feelings often rack;
When people choose to read or write
Be quiet then, with all your might;
And never lean on any one—
That is a thing should not be done.

"Be kind, but never flatter folks;
And never, never practice jokes,
Unless in some way you can tell
They are the kind who like it well;
With company one should not read,
But to their speech give pleasant heed.

"O'er others' shoulders do not peer
Nor to their presence come too near;
When one is writing it is better
To never peep upon a letter.
Opinions do not give until
You know 'tis your companion's will.

"Look pleasant always in the face,
But show sometimes a graver grace;
To use vile words is always bad;
When others sorrow be not glad;
Be sure you think before you speak,
With manners gentle, kind and meek."

George Washington would often read
And to these words give careful heed;
'Tis said he never told a lie,
In fact he did not even try;
And one who such a clean life spent
Deserved to be a President.

—Hallie Ives.

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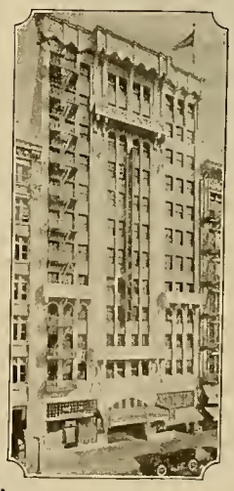
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---

**Shorthand Champion Tests**, by Walt H. Mechler, associate professor of secretarial science, Boston University; list price $1.20: This book is a contribution to dictation material in shorthand and "will stimulate the quest for speed and accuracy." It includes a brief history of the shorthand championship contests and gives the material used in these contests. (Gregg Publishing Company, New York.)

---

**Vocabulary Studies for Stenographers**, by E. N. Miner, formerly editor and publisher of the Phonographic World; formerly president of the National Commercial Teachers' Federation; list price $.60: Words, their pronunciation, meaning and their shorthand forms are included in this useful book, which should prove a joy to stenographers. It will be a handy desk book for any person who deals in words. Troublesome words receive special attention. "The department, 'Special Terms, Abbreviations and Phrases Used in Business,' the compiler believes to be the most complete, systematically arranged list of its kind that has ever appeared in any commercial school instruction book." (Gregg Publishing Company, New York.)

---

**Francis Bacon Selections**, With Essays, by Macaulay and S. R. Gardiner; edited by P. E. and E. F. Matheson; price $1.20: Included in this collection are Bacon's life and selections by Macaulay, S. R. Gardner and personal estimates by Ben Johnson, Thomas Fuller, William Rawley, as well as selections from Bacon's writings. A strong introduction to the book prepares one to enter with an interested viewpoint that bespeaks profit from the material. (Oxford University Press, American Branch.)

---

**First Principles of Advertising**, by Wilbur D. Nesbit; price $1.00: The material in this book deals with the first steps in the writing of advertising. It is simple, practical and suggestive. Those who are planning to go into advertising will find a workable and sensible treatise that extends into every branch of the business. (Gregg Publishing Company.)

---

**Lederer & Smith's Drawing Course**, by Charles Lederer and S. Lincoln Smith: This course consists of a series of eight sets of drawing lessons, loose-leaf, so the child will not lose interest in the material by glancing at the lessons ahead. Sketches with suggestions in drawing, designing and lettering are included in the set. Beautiful color work is especially pleasing and will aid the art student in getting effects. The work is graded, but several grades may be taught at one time, as the system of numbering allows the assignments of the lesson to each class without confusion. The system calls for but one lesson a week and each sheet contains two weeks' work. "When a lesson is assigned the students should be notified that they will be expected to have the drawing for the week completed and handed in when the next lesson is assigned. (Hall & McCreary Company, Chicago.)

---

**Otis Self-Administering Tests of Mental Ability**, by Arthur S. Otis, formerly development specialist with Advisory Board, General Staff, United States War Department: This is a new series of tests designed for the range of grades from four to twelve and for college freshmen. "Four new features distinguish these examinations and make for economy of time and cost in testing: self-administration, ease of scoring, flexible time limit, variety of test material." This material will hold great interest to those who are applying the measurement tests and the publishers of it are the leading authorities in tests and measurements which are placed before the public for use. (World Book Company, Yonkers-on-Hudson, New York.)

## SUGGESTIVE LESSONS IN NUMBERING FOR THE FIFTH AND SIXTH GRADES

By Margaret M. Campbell, M.A.

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(Published by the Harr Wagner Publishing Company. Send for Catalog.)

---

### Report of 49th Street School, Los Angeles, Cal.

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I think the "Suggestive Lessons in Numbering," arranged for the fifth grade, are very fine to develop the power of concentration, the ability to comprehend the printed page and also the problems are interesting to the children, as they pertain to every day life. I do not feel, however, that these books should take the place of the textbook as long as there are definite steps to be covered in the fifth grade before the children are able to go to the next grade. I also feel that if these books are to be used for individual work some explanation should be given to explain to the children how to work some of the problems.

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Class Room Teacher.

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#### Sixth Grade

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THE
# WESTERN JOURNAL of EDUCATION

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***NOTE.---April issue will contain Source Material for "Memorial Day"***

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**The Western Journal of Education**

HARR WAGNER, Managing Editor.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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## SUPERINTENDENTS' CONVENTION AT CLEVELAND, OHIO

It is not possible for any one person to make a complete report on such a convention, or rather series of conventions, as met in Cleveland, Ohio, from February 23rd to March 2nd. Reporting all the details of a three-ring circus would be easy in comparison, for on certain days there were nine, ten or eleven meetings in progress at the same time in buildings as much as a mile apart. The Department of Superintendence held eight general sessions and a closed business session. At some of the meetings the attendance was probably six or seven thousand people. Four other regular N. E. A. departments, namely, Vocational Education, Rural Education, Elementary School Principals and Deans of Women, held from two to five sessions each. The National Council of Education, the City Teacher Training Section and the Council of Kindergarten Supervisors were in session at the same time. In addition to these N. E. A. divisions, the following independent societies were in session during the convention period: The American Association of Teachers' Colleges, The National Council for Social Studies, The National Conference on Educational Method, Educational Research Association, National Association of High School Inspectors and Supervisors, National Association of Secondary School Principals, National Council of Primary Education, National Council of State Departments of Education, National Society for the Study of Education, and National Society of College Teachers of Education.

Certain phases of the whole educational field need new emphasis or more attention. Among these are:

First: There is danger of overlooking the individual in our care for an institution. This may be considered the keynote of the address of Dr. E. B. Bryan, president of Ohio University, on Sunday, the 25th. The situation in Europe which brought on the World War was shown to be an over-emphasis on an institution—the State in Germany especially, and an undervaluation of the individual. Institutions, according to Dr. Bryan, exist for the benefit of human beings, and when they no longer function properly should be scrapped. The problems of education, so far as the school is concerned with them, lie in the class-room and the administrator's chief difficulty is in locating the "miracle workers" to put into these class-rooms that human beings may receive "life in abundance."

Second: In attempting to meet all the demands made on the school, we may fail to do anything thoroughly. This note was forcibly struck Monday evening by ex-Secretary of War Newton D. Baker, who has been quoted in this regard as follows:

"During the war I had occasion to try to value the contents of the minds of 4,000,000 young men. They talked to me with great freedom. I found that much the largest part of the content of the mind of a young man in the army was not knowledge he had got in school, but out of the current magazines and newspapers. To a large degree it was a headline content.

"It has now become impossible for the school to give a man or woman a large part of available human knowledge.

"I am afraid there are many schools that undertake to present their pupils cards of introduction to various fields of knowledge in the hope that they will make their acquaintance later in life. I do not believe that is the function of the school."

Fourth: The public schools must do more in building up a "cultural unity" which alone constitutes true Americanism, according to Dr. Edward A. Steiner of Grinnell College, who made the closing address of the convention. Americans do not yet know just what they do want, but are sure of two things they do not want—namely, a mongrel mixture of races, and a hyphenated nationalism. We are in danger of shipwreck on the rocks of caste, creed and racial differences. The task, therefore, of the public school must be to create a cultural nationalism which shall provide unity in the midst of diversities of all sorts.

Fifth: More attention must be given to civic education. Compulsory courses in American history and civics and insistence upon the English language were announced as two plans in the platform of the American Legion by National Commander Owsley on Monday morning. The social studies take rank alongside of English and mathematics in the program for junior high schools as presented on Tuesday afternoon by J. M. Glass, reporting for a committee which has been at work on the reorganization of the seventh, eighth and ninth grades. On Tuesday evening the National Society for the Study of Education gave its entire meeting over to a discussion of the social studies and a discussion of Volume II of the Yearbook devoted to this topic. Wm. McAndrew, associate superintendent of New York City, on Wednesday morning quoted many leading educators to the effect that the purpose of the school curriculum was to train boys and girls for civic service. He said that—

"Twenty years ago more than 50 per cent of the leading educators of the country considered their major job to be that of training children to earn a living. Today they are 100 per cent for the idea that their job is to train for service to society.

"It is difficult to find civic purpose in Latin, algebra, geometry, rhetoric, bookkeeping, typewriting, shop work, cooking and science work in the schools I visit. If these are the tools of the educated man, we are obliged to do more to make it clear how these tools, when sharpened, are to be used for public benefit.

"We teachers are more ashamed of a grammatical blunder than of ignorance of the crying civic problems of our own society. We have treasured long some old ideas which we call eternal verities, and when we make a course of study we are prone to start with these lest some critic will find them absent from our course and ridicule us as one might mock a banquet guest who lacked evening dress."

With regard to the problems of administration and supervision of schools, may I comment on three only?:

First: The ever present problem of school finance was discussed from various angles. Dr. Geo. D. Strayer of Columbia made a progress report for the committee on educational finance, showing the need for larger state support of schools, noting considerable advance in budgeting procedure in school systems and stating that investigations so far made refute all charges of extravagance in cities where school boards have complete control over financing their schools. Professor R. M. Haig, also of Columbia, pursued the line of inquiry begun at the last convention by Professor Seligman. He again emphasized the need of tax reform in many states before the schools can be properly financed, but indicated many pitfalls into which we may be plunged by hasty advocacy of many tax reform measures. Several papers dealt with various problems of budget making and cost analysis.

Second: In the administration of the schools Dr. Winship called attention on Monday morning to the fact that the city superintendent was fast becoming a "signaling officer" who had to make many and prompt decisions and watch out for the many who insist on attempting "left hand turns." On Tuesday afternoon Superintendent Newton of Denver stressed the need of many accurately prepared reports coming to the superintendent's desk to keep him informed on what is going on in the schools. He stressed especially the work of research departments in this connection.

Third: Much attention was given to the importance of the principal in the handling

of our schools. Superintendent Weet of Rochester, New York, said the demand is for men and women who can catch the vision of the important service to be rendered society, while Dean Russell of Teachers' College, Columbia, stresses the ability to understand human factors and to solve problems involving human relationships.

With regard to national participation in public education there was little discussion on the general program aside from the paper of Dr. John J. Tigert, U. S. Commissioner of Education, who was a speaker on the Monday morning program. Dr. Tigert presented the plan of the reorganization of the executive departments as reported to Congress on February 13th, 1923, for consideration this next December. Under this scheme there will be created a Department of Education and Public Welfare, having the four following divisions, each under an assistant secretary:

1. Education.
2. Public Health.
3. Social Service.
4. Veterans' Relief.

To the education division will be transferred some thirty bureaus now dealing with education and a new bureau of physical education will be added. To the public health division will be transferred all the present public health activities of the government. The veterans' relief division will take over the present work for soldier relief and rehabilitation, and it will be transferred to the pension bureau, now in the Interior Department.

**In view of the fact that Commissioner Tigert stated he spoke with full knowledge and consent of the President of the United States, this speech was assumed to be the death knell of the Towner-Sterling Bill. Although no further discussion occurred, resolutions approving all the principles of Towner-Sterling Bill were passed with no dissenting vote on Thursday evening and Payson Smith of Massachusetts, a firm supporter of the bill, was elected president of the department for the next year.**

W. J. COOPER,
Superintendent of Fresno City Schools.
March 8, 1923.

## NOTES

Superintendent H. B. Wilson of Berkeley spoke several times during the convention, especially on fundamental problems, on actual school administration. He also spoke at the University of Oregon on his way to the convention. Mr. Wilson was nominated for the presidency of the association for 1923-24, but notified his friends that he was not a candidate. There were many votes cast for him, however.

E. Payson Smith, the new president, is director of education of Massachusetts, and is a fine type of educator. He made a very definite impression as a man of high standards and splendid ability two years ago at the big Los Angeles meeting.

William F. Huff, principal of the Luther Burbank elementary school, Long Beach, was sent as a delegate by teachers of his school, and all expenses paid. This was a fine thing to do, and the boys and girls of the school will in turn get something of the inspiration and enthusiasm that such action brings.

Superintendent John Franklin West of Pasadena made a hit in inviting the convention to meet at Pasadena next year. His tribute to the beautiful city of schools, roses, hotels and climate was much appreciated.

Clarence Phelps of the Teachers' College, Santa Barbara, made a very decided impression upon the American Association of Teachers' Colleges, and his paper was ordered printed in one of the Eastern magazines.

Among the Californians present at the convention were the following:

University of California—C. E. Rugh and Frank W. Hart.

City superintendents — Walter Bachrodt, San Jose; A. J. Cloud, San Francisco; W. J. Cooper, Fresno; E. Morris Cox, Oakland; Virgil E. Dickson, Oakland; Henry C. Johnson, San Diego; W. L. Stephens, Long Beach; C. E. Teach, Bakersfield; H. B. Wilson, Berkeley; Bruce Painter, Petaluma; Geo. Bush, South Pasadena.

High school principal — Louis E. Plummer, Fullerton; Robert Floyd Gray, Tafts.

Elementary principal—W. F. Huff, Long Beach.

Sierra News—A. H. Chamberlain.

County superintendents—A. S. Pope, Santa Barbara; Ada York, San Diego.

Teachers' College—Clarence Phelps, Santa Barbara.

Other Californians present were: A. A. Belford, Rand, McNally Company; Mr. Allen, Houghton, Mifflin Company; T. Morehouse, Macmillan Company; W. Cairnes Harper, J. C. Winston Company; J. W. Fricke, C. F. Weber & Company.

Superintendent A. J. Cloud of San Francisco attended every session possible and brings back to the San Francisco school department a large quota of enthusiasm. He was not, however, favorably impressed with the school architecture presented in the exhibit. The new buildings in San Francisco surpass in many respects the Eastern type of buildings.

## SUPT. ADA YORK OF SAN DIEGO WRITES OF THE N. E. A. AT CLEVELAND, OHIO

The Department of Superintendence of the National Education Association affirmed endorsement and pledged support to the Towner-Sterling Bill in the resolutions adopted by the convention which was recently held in Cleveland. In the opening session, February 26, John J. Tigert, United States Commissioner of Education, discussed the proposed department of public welfare which the present administration appears to favor rather than the department of education with a secretary of education in the cabinet, as provided in the Towner-Sterling Bill.

Education would be one of the four divisions of the department of public welfare, the other divisions being public health, Social service, and veterans' relief. Commissioner Tigert outlined the policies of this proposed measure and tinged his remarks very strongly with personal reference to President Harding. His paper seemed almost an argument against the Towner-Sterling measure and in favor of the placing of the department of education in the larger department of public welfare. It was notable that Commissioner Tigert's paper was presented at the first session of the convention and that the resolutions which were read at the closing meeting of the convention embodied in stirring words the sentiment of the superintendents from all parts of the nation that there should be a secretary of education in the President's cabinet and that the public schools of the land merit national attention on an equal basis with agriculture, labor, and the other chief interests of the republic. Ada York,
County Superintendent of Schools,
San Diego, Calif.

## THE GREAT CONFERENCE ON THE EDUCATIONAL BUDGET

The conference of parent-teachers' clubs, women's clubs, local and state teachers' associations and citizens met at Oakland on March 17 and 18. Marp Keppel of Los Angeles presided and made several speeches on the budget, taxation, etc., that for virility and definiteness has seldom been excelled. A. H. Chamberlain acted as secretary. A. R. Heron made a very clear and emphatic statement as to the failure of the budget to function. Will C. Wood, superintendent of public instruction, made a very emphatic speech and in no uncertain language defined very clearly that his service to the state was not a matter of his personal services, convenience or comfort, but was in the interest of the boys and the girls. He, however, would not stand for California losing its former rank as a progressive state educationally, and would fight for an adequate budget for teachers' colleges, for proper supervision of schools, for state library service, and for all the humanitarian activities of the state. He would fight all along the line, and if necessary to bring about proper support for the education of the boys and girls would even enter the race for Governor at the proper time, but for the present his entire activities would be spent on the job of superintendent of public instruction. His frank admission that he would meet Richardson at some future time on his own political ground brought forth tremendous applause. It amounted to a real ovation, and now that Mr. Wood has admitted with absolute frankness what is likely to happen unless the Richardson-Pierce budget is properly adjusted, the sneers of politicians from the administration side will have no effect. The committee representing 175,000 women voters made some very interesting comments in reference to a call on Mrs. Pierce and Governor Richardson. The entire activity of the conference is epitomized in the report of the committee on resolutions, as follows:

Whereas, education is the chief function of the state because the youth are the nation's greatest asset, and

Whereas, the budget recently presented to the state legislature has made some very serious decreases in the support of necessary educational functions, though in many of these cases on account of increased needs they should have been provided with increased funds, as follows:

### Teacher Training

1. California has made rapid strides in education. Every community is exerting itself with the state to secure the best training for its youth. There is a shortage of teachers—particularly trained teachers—in California and elsewhere. This can be improved only by providing adequately for the training of teachers. The California teachers' colleges are rendering splendid service and command the confidence of the best school systems. The support heretofore given them and the amounts asked for by the depart-

ment of education is in keeping with amounts expended in other states for such purposes and with the imperative needs of this state.

State Board

2. The budget makes it impossible for the State Board of Education at this time of great teacher shortage to give prompt and necessary service in maintaining an available supply of teachers, only 30 per cent of which supply can be furnished by our own institutions, since the amount allowed to the State Board of Education for the coming biennium is approximately $80,000 less than for the biennium just closing, in spite of greatly increased difficulties and needs.

Superintendent Public Instruction

3. The budget makes a perilous curtailment in the apportionment and personnel of the office of the State Superintendent of Public Instruction which if permitted to stand will deprive the state of invaluable lines of educational work established in the past at the behest of the people.

State Texts

4. The budget falls short of the requirements for free state texts by about $300,000, which additional amount was requested by the state superintendent of public instruction and is necessary because of increased enrollment and the absolute need for new texts to replace the antiquated texts in primary geography, civics and hygiene.

State Library

5. In spite of the increasing demands upon the California state library, appropriation has been cut 35 per cent below that for the preceding biennium. Such a cut will, in addition to crippling the efficient library service throughout the state, make it impossible to furnish new text books and reading matter to the blind children and adults of California.

Deaf and Blind

6. Due to the lack of space in the present obsolete and unsanitary buildings, more than 150 deaf and blind children are now denied admission to our institutions. We deplore this condition and urge that the deaf ear of budget makers be unstopped to the little ones who can neither see nor hear of the plight in which they are thrust.

Americanization

7. Since California, with its two Federal ports of entry, has and will have in the future a constantly increasing immigration, bringing both a problem and responsibility for its Americanization, we urge in the interests of patriotism and humanity the work of Americanization in the schools which has been eliminated, be continued, with adequate supervision and support.

Home Economics and Physical Education

8. Believing also that the constructive teaching of home economics and physical education in our schools has added greatly to the efficiency and health of the home, and realizing that its elimination will be a public calamity, we ask that these two departments be restored and continued with adequate supervision and support.

Corrective Agencies

9. The budget curtails funds necessary to the successful functioning of Whittier, the Preston School of Industry, the Ventura School for Girls, and other like institutions supported for corrective rather than penal purposes.

Social Welfare

10. The budget does not adequately provide for the State Board of Charities, the Home Demonstration Agents and other educational and humanitarian activities. Social justice demands the state shall function properly along those lines. The state, not individual benevolence, must provide adequate funds for standardizing all social welfare work.

Now, therefore, be it resolved, that this conference of representatives of women's clubs, parent-teachers' associations, teachers' organizations and various other like organizations do hereby petition that governor and legislature provide in the final budget the necessary means to maintain all the educational activities of that state without in any way decreasing their various activities nor lowering their present high standards.

That in order that this may be accomplished, a careful investigation of the needs of each of these functions shall be made by giving hearings to those officials who are best qualified to speak on the work of the various institutions and activities noted above.

And, Be It Further Resolved, that in order to secure an enlightened public opinion we present the subject to all organizations of men and women:

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Committee on Resolutions

Mrs. Mary Coman, representing Parent-Teachers' Association, first district.

Mrs. F. W. Haman, Southern District Federation of Women's Clubs.

Miss Marion Delaney, California Civic League of Women Voters.

Mrs. J. O. Osborne, Deputy County Superintendent of Schools, Shasta county.

Mr. L. P. Farris, principal high school, Marysville, and president Northern Section California Teachers' Association.

A. P. Shibley, ex-County Superintendent of Schools, Imperial county.

Harr Wagner, editor Western Journal of Education.

H. F. Pinnell, president High School Teachers' Association, Los Angeles.

President J. O. Wyman of the Glendale Teachers' Club.

E. Morris Cox, Assistant Superintendent of Schools, Oakland, chairman.

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## THE NINTH ANNUAL STATE EXHIBITION OF CALIFORNIA WILD FLOWERS

This exhibit will be held at the Fairmont Hotel in San Francisco, April 13th and 14th, and will be open to the public. It is held under the auspices of the Wild Flower Conservation League, under the direction of Mrs. Bertha M. Rice of Saratoga, assisted by Mrs. Roxanna Ferris of the science department of Stanford University, and other eminent educators and naturalists. The work has the endorsement and co-operation of the San Francisco Board of Education. Among eminent speakers will be David Starr Jordan, chancellor emeritus of Stanford University.

E. E. Brownell holds the record among school men for having political wisdom. He voted no on Richardson in the primaries, voted no in the finals, and voted no on the constitutional budget amendment.

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Caspar W. Hodgson, president of the World Book Company, Yonkers, recently visited Stanford University. He is one of the first graduates of Stanford, first in years, and first in eminence. He recently donated a beautiful bronze portrait of Dr. David Starr Jordan by Scarpita of New York, and a de luxe edition to Dr. Jordan on his 72nd birthday of "The Days of a Man." His daughters, Daphne and Forest, who are students of the University, officiated at the unveiling of the portrait.

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Vaughan MacCaughey, Superintendent of Public Instruction for the Territory of Hawaii, will visit the Pacific Coast during April and May, in connection with educational matters. As National Education Association State Director for Hawaii, he will further arrangements for Hawaii's representation in the N. E. A. Convention and World Conference on Education. Hawaii leads the mainland in percentage N. E. A. enrollment, and plans to send a strong delegation to the convention.


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J. W. Fricke of C. F. Weber & Co., San Francisco, Cal., President of the National School Supply Association

California was highly honored when the members of the National School Supply Association elected to the presidency J. W. Fricke of San Francisco. Mr. Fricke is well known in California, where his career from clerkship to the management of the largest service corporation for schools in the West is well known. By ability, integrity and square dealing he has made his way until he is the real leader of the school supply business in the United States. It is the intention of the association under his direction to spend one million dollars this year for the promotion of better schools, better equipment, consolidation and elimination of illiteracy.

Mr. Fricke is also the advocate of one price to all policy. Two years ago he made a speech before the association on the policy and it has now been taken up as the keynote of the association. In the state of California every session of the legislature a bill is introduced to have a central buying agency for school supplies. And it gets support because of the fact that a few exaggerated and isolated cases are quoted as examples that districts pay exorbitant prices for certain goods. The state is not yet ready to put our taxpayers and individual business enterprises out of business in favor of transient agents from eastern centers of manufacture, and now that there is practically in force the one-price policy, there is no need of the Boggs bill, which would seriously damage well established business concerns in every locality in California. We had a disastrous experiment in Butte county, and county purchasing agents in other lines have not been an economic success.

What we need is more men in the school supply business like Mr. Fricke, who stands for one price to all—a legitimate profit on sales, the best values from the manufacturers and economic distribution of merchandise. President Fricke stands for the code of ethics of the National School Supply Company, which places special emphasis on service to the "School Children of America," and to recognize in the American school child "the seed corn of the nation," and to keep the welfare of the child first and foremost in the conduct of our business.

To be constantly on the alert to find better merchandise and better methods so as to keep the American schools at all times fully abreast of progress in all fundamentals of education.

To follow sound ethical principles in the conduct of our business, and to put every transaction on the very highest plane of business honor.

## ABSTRACT OF ADDRESS

### Department of Superintendence, Cleveland, Ohio. Round Table, Cities of 100,000 to 200,000 Population

### Making the School Curriculum

H. B. Wilson, Superintendent of Schools, Berkeley, California

The problem of the curriculum is as old as the beginnings of formal education. Its chief function is to specify the exercises and activities which will be undertaken because of their probable educative and socializing value. It also undertakes to indicate the subject matter and other sources which should be used in connection with the exercises and activities that they may possess the largest educational value.

The most helpful type of modern course of study attempts to go far beyond the bare outline of essentials suggested above. It seeks to be a real hand book and guide and inspiration to the teacher in planning her daily work. To this end it not only suggests what should be done, but also indicates how the work should be undertaken. Standards of achievement are indicated in both qualitative and quantitative terms. Illustrations of procedure are concretely set forth. Results achieved are likewise indicated in sufficient detail to set a standard and pattern for all teachers.

The importance of the course of study as an administrative supervisory device can scarcely be overestimated. That its significance is not appreciated is evident to anyone who will examine the courses of study in use throughout the country. This device determines more than all other influences and agencies of the school combined how the pupils and teachers spend their time during the working hours of the school day. The directions issued in bulletin form from time to time and the plans made in the occasional teachers' meetings are quickly forgotten. It is the course of study which exercises a permanent, regulating influence.

As we noted above, the course of study is a constant problem. It will ever be so in the progressive school system so long as progress in society and thinking obtain. The course of study which is fixed and complete is to be found only in the school system which is already dead even though it may not be buried.

Many things operate to determine the curriculum problem as it now exists. In the first place the curriculum came to be as it is under the influence of earlier aims and theories of education. The present content took form under the influence of these aims and theories. Although we have progressed beyond them, the practices which they set up are still specified in the courses of study. In the second place, those now teaching and directing schools were trained for their work under the influence of these earlier aims and theories. What they find the course of study specifying is therefore satisfactory to them. Efforts to improve the curriculum in any school unit must take into account the necessity of modifying the point of view of those who are teaching and directing the schools. Their point of view must be brought into harmony with the most approved view of the aims of public education.

In the third place, the texts now in use cater to the types of theoretical training of the teacher now in charge of the schools. The sale of texts is easier if they fit pretty satisfactorily the type of training and thinking which is to be found in the teaching staff. Further than that, those who are writing and compiling and publishing the texts are imbued with the same theories of education that the teachers have. They were brought up with the same training.

In the fourth place, the inertia of all sorts to be found in any teaching group is a difficult force to overcome. Any efforts to modify and improve curricula must take into account the fact that it always seems easier to go on thinking and doing as they have thought and done than to undergo the strain of getting a new point of view which would make possible an improved type of thinking and doing.

Any effective effort to insure that the courses of study shall at all times be what it should must give careful consideration to launching the problems which should be undertaken from time to time. If the responsibility of maintaining the continued growth and improvement of the course of study is felt by the entire teaching, supervisory and administrative staff, the notion does not become established that this is a responsibility and duty mainly of the directing head. In consequence the rank and file becomes ambitious and concerned to keep the course of study always abreast of the times. Any other procedure will inevitably produce less than the most desirable results.

Directing heads must therefore bear the responsibility of keeping the responsibility for this task constantly before all who should share it. Whereas the preparation of the course of study was formerly regarded as a responsibility of the directing head, it is now definitely recognized as an obligation of the entire teaching staff—yes, of the teaching staff supplemented by the interested, intelligent citizens of the community. Not only should each teacher be contributing in the subject or field in which she is most capable, but the intelligent citizens should likewise be called upon for their contributions. The thoughtful business man of any community can make a good contribution to the content and methods which should be employed in commercial courses in the high school, even to the arithmetic courses in the elementary school. A corresponding group of men can and will be interested to contribute of their thinking to the establishment of the manual training and industrial courses which ought to be offered. A similar group of progressive

women can render valuable service in developing the home economics courses which should be offered for girls.

Of very great importance is the form in which the course of study should be issued. If the course of study is to do for the teachers all that was indicated and implied above, it cannot be an emasculated, skeletonized statement. It must possess body and be inspirationally presented. It must be filled with concrete materials.

In the second place, from the standpoint of form the exercises, activities and subject matter specified should be definitely related to the fundamental objectives of society in maintaining schools. These should therefore be indicated. How the exercises, activities and subject matter suggested will minister to the achievement of these objectives should be pointed out. What the psychological outcomes in terms of knowledge, habits and attitudes are which should be realized if the objectives are to be achieved and how they are to be realized should be made clear and definite.

In the third place, if the above point of view is correct from the standpoint of the form in which the course of study should be issued, it must be evident that each subject or field of activity should have a pamphlet devoted to it. This is necessary to clearness and coherency of view. Only thus can the teaching staff get a single organized view throughout the grades concerned of the objectives in view of the total range of activities, exercises and subject matter which are to be employed in the process. Unless this view is possessed, the teacher of each grade cannot go about the organization of her own contribution with certainty that it is to take its place in an organic way in the total undertaking.

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W. M. Mackaye, formerly principal of the Chico high school and later of the Armijo high school at Fairfield, died last week after an illness of three years' duration. He was a man of fine educational and moral integrity, a splendid citizen, and had many friends. He was buried at Chico.

---

E. P. Clarke was re-elected president of the State Board of Education, Monday, March 19th. Mr. Clarke has recently edited "Six Orations of Paul" for high school classes in argument and oratory.

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***Write for Doctor Horn's "The Beginnings of Silent Reading" sent free of charge to teachers and school officials***

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## ON WHEELS

By Harr Wagner

We have never been quite convinced that the editor who does not keep in touch with the people can give just the right "touch" to his writings. So once in a while we take the road.

The "we" is not the editorial we, for there were two of us, as my daughter Morris drove the car—a Ford—and acted as understudy for myself in a psychological approach, to rendering service to teachers, libraries, boards of education and children. We first called on one of our neighbors, Guy Roney, of Half Moon Union High school, who with a fine staff of teachers is doing splendid work with the boys and girls from the artichoke fields and gardens of the coastside. The grammar school is well conducted by Wallace D. Swanson, principal, and Isabelle Vallejo, Mabel Azenedo and Violet Duer as teachers. The rooms were crowded. The pupils were cheerful, and said "Good morning" in a tone that really made an impression. We hope that in time there will be a consolidated school of all the elementary districts from San Gregoria to Montara, and that a model modern plant will be established. A quick journey across the mountain and we were in beautiful San Mateo, where George W. Hall has given over twenty-five years of service to the elementary schools. He is now interested in a large building program, and has some wonderful new school buildings in course of construction. He has also handled educational tests in a practical manner and has secured good results. The Halls are a family of teachers. Superintendent Hall has two daughters, teachers, and a brother, Henry Clay Hall, of Corte Madera, and a nephew, the efficient principal of San Bruno. They are progressive, but are strong on teaching children the essentials of reading, writing, arithmetic, geography, grammar, etc. Our next stop was at the courthouse at Redwood City. We called on Edna Holroyd, the county librarian. Miss Holroyd has been placed in the basement, and when we thought of the wealth of San Mateo county we feel like boosting for a county library similar to the one at Woodland or Madera. The county librarians need a building campaign—Santa Clara, Sacramento, Colusa, Kern, San Diego, Butte—in fact, practically seventy-five per cent of the county free libraries should be better equipped as to buildings, and this will come during the next ten years. Miss Holroyd needs more assistants. It is marvelous the amount of work she accomplishes, and yet has a margin of time for the traveling bookman. At 8:55 a. m. we called on Supt. John E. Hancock of Santa Clara county, who is tackling a big job in a big way. Santa Clara county will certainly be placed on the educational map during his term of office. He is going strong after the fundamentals in the course of study. Our next call was on Stella Huntington, who was in charge of the first county free library service in Yolo county, and it was largely due to her success in Yolo that the county free library service was extended throughout the state. We could not pass through San Jose without a call on W. P. Cramsie, "Bill" as he is familiarly called. He is principal of the Longfellow school, member of the county board of education, and genial and general good fellow. He has a wonderful memory and gave us a witty monologue of an Orpheum headliner without the change of a word or missing any of the applause to which he was entitled. At the high school, Principal Leland was suffering with a cold, but he runs the big institution with a fine human interest and pupils, faculty and parents make a happy and satisfied triangle of educational progress. In the "splendid idle forties" (1840-50) an Englishman named Gilroy settled on the present town site of Gilroy, but it took E. G. Brownell to put over a school program in 1922-23 that would astonish old man Gilroy and all of his posterity, and if he left no posterity, then his successors.

In the month of May, 1922, Gilroy high school district voted a bond issue of $180,000 for grammar school purposes, the vote being six to one in favor of the proposition. With this amount of money the trustees purchased three acres of land on the eastern side of the railroad track for future school growth and ten acres of land on the western side of the railroad track, on which they are now building a 14-room grammar school with assembly hall capable of seating six hundred people. Five acres of this tract will be used for the school building site and the other five acres for play ground purposes.

On the eastern side of the railroad track, and with a part of this bond issue money, there is being erected a junior high school in which the seventh and eighth grades will be housed. This building has, in addition to its four regular recitation rooms, a complete new domestic science department with cooking room, model dining room, kitchenette, sewing room, fitting room, and model bed room. This junior high school is adjacent to the shop and the main building of the high school, where pupils will have all the advantages of the various forms of high school education and activities necessary for their work.

During the latter part of April these new buildings will be ready for occupancy and will be equipped with entirely new furniture and every modern device proper for the latest ideas in elementary education. All of the old elementary school buildings and grounds will be discarded and not used, thus affording Gilroy with an entirely new system of primary and grammar schools.

The Gilroy high school district voted two bond issues aggregating $105,000 with which to build and equip a gymnasium of the very latest and best type, to equip it with all the necessary apparatus and to provide for the proper improvement of the school premises adjacent to it.

One of the distinctive features of the new gymnasium will be a swimming pool twenty-five feet by sixty feet. The main floor will be large enough to play two regulation games of basket ball or volley ball at one time, it being sixty-five feet by eighty feet. The latest equipment will be provided for showers, dressing rooms, lockers, drying rooms, etc., that are deemed advisable. This new structure will face the athletic field and will be a distinct addition to the high school plant. It will be of the mission style of architecture with tile roof so prevalent in California.

Mr. Brownell, as principal of the high school and superintendent of elementary schools, has endeared himself to the community, and the young men and women of that section who have graduated from the schools are now among those who vote to give him such a splendid educational plant.

The journey back through the white and pink and lavender blossoms of the Santa Clara Valley was a continuous delight. We crossed the bay and stopped at the courthouse in Oakland long enough to say "How do you do?" to Superintendent David E. Martin and Miss Mary Barmby of the county free library. As Irwin Cobb would say, "speaking of operations," Superintendent Martin is to be congratulated on being alive after a series of capital operations. Had he been brought up in a city flat or a modern apartment house instead of in a field of yellow corn or ripening wheat of Nebraska's "fertile shores," he would be now deceased and not planning for a new course of study, new lines of efficiency, new buildings, new standardizations. Miss Barmby has a fine library service, 80,876 books, etc., assistants and people who appreciate library service.

Our next stop was at Richmond, where Superintendent W. T. Helms gave us a cordial welcome. He has big problems of a city system, with a surplus of children, and an assessed valuation and income that requires both economy and thrift to keep the school system up to the highest point of efficiency, which he does. We saw Principal B. X. Tucker of the high school for a moment. He is planning a new general science course for the high school, and is meeting the problem of high school education efficiently.

At Martinez we met Superintendent W. H. Hanlon, who has initiated so many new things for rural education that we cannot stop to enumerate. At the present time he is having Prof. Hart of the University of California make a survey of each rural school in the county. This will mean a new departure for rural education in California.

Mrs. Alice G. Whitbeck, librarian of the county free library, Martinez, had an annual income last year of $46,235.87, and supplies books to 96 branches, and has a total of books, pamphlets, periodicals, music records, etc., of 100,061 and a circulation of 111,242 volumes. There were 17,208 books last year. Mrs. Whitbeck serves an appreciative public and has a splendid spirit of co-operation with the supervisors and Superintendent W. H. Hanlon.

At Fairfield we met Dan White, who for many years has been the superintendent of schools of the county, in which C. W. Childs, ex-president of the San Jose Normal; Edwin Markham, the poet, and Will C. Wood served their apprenticeship at teaching. At the county free library Clara B. Dills was at work on an historical pageant for Solano county, and was enthusiastic over the romantic historical background of Vallejo, Benecia, Vacaville and other localities. Miss Dills has a finely equipped library, and is up to date and plus on every phase of the library work. Woodland, environed in almond blossoms, with its attractive county courthouse and county free library, was our next stop. Miss Nancy Langenour of the old pioneer family of that name has the most attractive library building in California, and has had such noted predecessors as Stella Huntington and Eleanor Hitt, and it was here that Mrs. May Dexter Henshall was superintendent of schools, when county library work was inaugurated. Miss Langenour is proud of the fact that Yolo county is one hundred per cent American. There are few foreigners. The sons and daughters of early Californians continue to own and cultivate the soil, and perhaps no section in the state preserves so well the grand old California spirit of the days of the fifties, sixties, seventies and eighties.

At Colusa Mrs. McElroy, deputy superintendent, did the honors of the office gracefully in the absence of Superintendent Sauber. We got a glimpse of Perle Sanderson, ex-superintendent, who is now deputy county clerk, but who should be in some teachers' college faculty or in a supervisorial position. Mrs. Dorothy Worden of the county free library has charge of many branches

and is very active in giving an excellent service. At Yuba City we met the new superintendent, Mrs. M. S. Gray, who has a keen appreciation of the needs of the rural schools and has a fine educational experience to meet the every-day problems of the schools. Mr. Kynock of the Marysville schools was present during our interview with Superintendent Gray. Mr. Kynock has built up a fine system of elementary schools and is noted for economy and efficiency in the administration of the schools. He is strong on the fundamental subjects and not much on the overhead. Miss Edna J. Hewitt works in splendid co-operation with Superintendent Gray, and has a remarkably well equipped library of 25,896 books and a circulation of 45,080. During the year 1921-22, 116 visits were made to 40 branches.

Our next call was on R. E. Golway, the new superintendent of Sacramento county. He is planning a new course of study and will emphasize the essential branches. Mr. Golway was formerly a member of the county board of education of Butte county, and will be one of the progressive superintendents of the state. Miss Cornelia D. Provines, librarian of the Sacramento county free library, has an income for all library purposes of $26,468.55 and a total of books, etc., of 26,034, which includes a fine equipment of records, maps and charts. The circulation was 56,686. We also called on Susan T. Smith, librarian of Sacramento free public library. Miss Smith is the president of the C. T. A. and has called the convention for 1923 for the Yosemite Valley early in June. The annual income of the city library is $46,798.16; total volumes in library, 98,250. We did not have time to inspect the great educational plant of the city of Sacramento or to analyze the fine results of the schools under the administration of Superintendent Chas. C. Hughes. We found the new offics of the State Board of Education in the Mull Building, at the corner of Tenth and L streets, and Will C. Wood, A. C. Olney, Grace Stanley, E. R. Snyder, Job Wood, A. R. Heron and Sam Cohn were all interested in public sentiment in reference to Richardson's anti-school budget. However, Mrs. Grace Stanley was busy with her program for assistance to the elementary schools, and A. C. Olney was devoting his time to the consideration of a program for the Yosemite convention of high school principals, and the others were working on a program that meant efficiency and thrift for the schools, but from a different approach than that presented by the Governor. After a brief look in at the state senate in action, we drove through the snowy blossom lands of Davis, Vacaville, Fairfield, Cordelia, and took the Monticello at Vallejo for San Francisco. After the long ride it was really a bon voyage in a Ford — California springtime is beautiful.

## THRIFT IN THE CASE OF BOOKS

Thrift lessons are today a necessary part of the school curriculum, and no phase of that subject is more important than the care of books.

At the very beginning, with the smallest child in first grade, lessons of carefulness and neatness should be stressed constantly, until it becomes second nature with the child to care for the new book that has been given him.

In very many cases, the presentation of this new reading book marks the child's first experience in being made responsible. It is a fresh sensation. Then while he is willing and receptive, the time for inculcating these lessons of carefulness and neatness has come.

No child should be permitted to take a book from the school-room until it has been covered with a substantial **Holden Book Cover.** Made of strong fibre material, with a smooth egg-shell finish, the cover proves a secondary binding for the school book.

It takes from the back of the book much of the strain of its constant opening and closing.

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It takes on itself the soil and stain of much handling.

When a Holden Cover is soiled and dirty, it can be made clean and neat with a damp cloth, and when that becomes impossible, it can be torn off and a new Holden Cover substituted.

These are just a few of the lessons that can be impressed on the child, and the wise teacher will readily see that while she is teaching neatness, carefulness and cleanliness, she is prolonging the life of her books at the same time.

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The newly organized and progressive Alaska Educational Association has sent a paid-up, active membership to Mrs. Frances Effinger-Raymond, Pacific Coast and Orient manager, The Gregg Publishing Company. Mrs. Reynolds has visited the Alaska schools and has a professional interest in the work done in the secondary schools, as well as a large acquaintance among the teachers.

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**Our United States, A History,** by William Backus Guitteau: With the aim of preparing pupils for intelligent and useful citizenship, this book is written in an unusually interesting style, carrying with it vivid pictures of events from the fifteenth century to the present day. The material is especially adapted to teaching by the project method and a teachers' manual accompanies the volume. Larger emphasis than usual has been placed upon social and industrial history. There is no doubt but that the use of this book will make the pupil of history more enthusiastic than the customary cut and dried presentations. At the close of each chapter are listed references for teachers, special topics for teachers, references for pupils and special topics for pupils. The pictures are pleasing and above the average. (Published by Silver, Burdett & Company.)

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**How We Resist Disease—An Introduction to Immunity,** by Jean Broadhurst, Ph. D., assistant professor of biology, Teachers' College, Columbia University: This material has been prepared with special reference to nurses and general college students whose programs ordinarily afford opportunity for but a single brief course in bacteriology, the needs of medical students and those able to devote more time to the subject already being well met by comprehensive textbooks on bacteriology and immunology. (J. B. Lippincott Company. Price $2.50.)

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**Practical Tests for the Electrical Laboratory—A Textbook for Vocational Schools,** by Chesley H. Johnson, M.E., Northeast High School, Philadelphia, and Ralph P. Earle, B. S. E. E., Central High School, Philadelphia: This material has been arranged to cover all branches of work that may be attempted by students of average industrial high-school or trades-school ability. The use and care of apparatus is included, together with, in certain cases, definite information for making tests of a commercial value. (D. Van Nostrand Company, Eight Warren street. Price $2.50 net. Illustrated.)


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SAN FRANCISCO

## JOTTINGS OF A TRAVELING BOOKMAN

W. M. Culp

The Round Valley union high school at Covelo, Mendocino county, has made great advances the last two years under the principalship of George C. Barton. Shop work and domestic science have been added to the curriculum and much interest has been stirred up in practical agriculture.

One of the high school's latest achievements has been the publishing of a school paper, "The Spot-Lite." This school paper is the community's news source. It has to be printed in Willits, some thirty miles over the mountains. It is a very readable little paper and is giving the students a fine opportunity in self-development and community service.

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Mr. Bruce Bartholomew, head of the department of mathematics of the Berkeley high school, has a new class record book, which is being published by the Harr Wagner Publishing Company. The book, of pocket size, is an improvement upon books in use. It has sufficient space for a class of forty and is so arranged that in making up averages the whole year's work of the student is before the teacher. The spacing is such that a typewritten sheet of the class names can be pasted into the book.

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George A. Moyse, principal of the Glendale high school, is very busy this year in matters pertaining to the construction of the new $600,000 Glendale high school building. Around 2000 students are enrolled this term.

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Aleck Leroy Ferguson, vice-principal of the Glendale high school, is president of the Kiwanis Club of Glendale.

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Mrs. Meta N. Footman, superintendent of Madera county, is intending to revise the Madera county course of study in the June meeting.

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F. R. Abbott, principal of the Livermore grammar school, has his pupils housed in a fine new grammar school building. The building contains a large auditorium, offices and twelve class-rooms and was constructed at a cost of $114,000.

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Miss Winifred H. Bigley, librarian of Merced county; Miss Gretchen Flower of Tulare county, and Miss Sarah E. McCardle of Fresno county, are some of the San Joaquin librarians taking especial part in the fight for the State Library appropriation for county purposes.

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W. A. Ferguson, principal of the Porterville high school, is just moving his pupils into the magnificent new high school plant.

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Miss Louise Clarke, superintendent of Sonoma county, is intending to organize her schools according to the latest ideals in education. A new single course of study is programmed.

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Jerome O. Cross, superintendent of Santa Rosa schools, hopes that in the near future litigations concerning the high school bonds will be over. The bonds were voted by a majority of 2400 to 100 and one citizen has delayed the beginning of the erection of the new high school plant for a year and a half. A new grammar school building is nearing completion.

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E. H. Barker, principal of the Santa Rosa high school, is doing admirable work under adverse conditions. The senior high school, numbering 637 students, and the junior high school, numbering 350, and the junior college of 53 are being carried on in twelve different locations in the town.

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H. R. Bull, principal of the Healdsburg grammar school, expects that the additions to the grammar school plant will be carried out this summer. A bond issue of $78,000 will be expended.

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The Sebastopol grammar school, under O. F. Staton, has just completed two fine new concrete tennis and basket-ball courts.

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Melrowe Martin, district superintendent of Sebastopol schools, is looking forward in the future to the construction of a new high school building.

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The Madera grammar schools, under O. S. Hubbard, are progressing. A new unit for manual training and domestic science has been erected at a cost of $18,000. The school and P. T. A. are conducting a cafeteria at noon. The grounds have been planted to some 150 sycamores.

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The Modesto junior college numbers over 150 students. A new campus has been purchased and C. S. Morris, the dean, expects to move into a new $90,000 unit building next semester.

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W. P. Dean, assistant superintendent of Modesto schools, is in charge of elementary education.

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A. S. Pope, superintendent of Santa Barbara county schools, attended the superintendents' conference at Cleveland.

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Paul E. Stewart, superintendent of Santa Barbara, on account of the pressure of his building program, did not attend the superintendents' conference at Cleveland.

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Arthur Walter, superintendent of Salinas schools, believes that the present educational controversy in the state will result in much good for education.

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Bert M. Carner, principal of the Gonzalez union high school, is in the midst of a building program. A most excellent gymnasium, stage and auditorium have just been completed. Several new unit buildings are to be built. The various units of the plant will be connected by pagados. An agricultural experiment with some 46 varieties of barley is being carried on by the school with County Farm Advisor Thos. Mayhew.

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Wm. G. Waibel, principal of the King City high schools, reports a falling off in attendance.

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Miss Ethel Carrol, Oxnard public librarian, has just had an addition made to her library quarters at a cost of $24,000. Miss Carrol is giving a library service that cities many times Oxnard's size do not equal.

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R. B. Haydock, district superintendent of Oxnard, has been quite ill this year and has been forced to stay away from his office for some time.

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H. O. Wise, principal of Ventura high school, intends some day to write textbooks on English.

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W. E. Faught, superintendent of Modesto schools, will expend $175,000, recently voted money, on elementary school buildings. Two $60,000 buildings and additions to other plants are scheduled.

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Horace C. Coe, superintendent of Imperial county schools, together with his county board of education, has formulated a set of rules for the accreditation of the schools in Imperial county. The requirements deal with the problems of flags, school house lighting, desks, ventilation, rooms, pictures, materials for first aid, library, care of property, outbuildings, sanitation, teachers and trustees.

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W. L. Potts, principal of Edison junior high school, Fresno, has charge of 800 children of almost every nationality and color.

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San Diego county is to vote on a new county charter which will take out of the county superintendent of schools' hands the power to appoint assistants and deputies.

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Ira C. Landis recently took Superintendent Will C. Wood on a visit to the schools of Blythe on the Colorado River, which are in charge of District Superintendent George W. Scott. This necessitated a round-trip ride of nearly 500 miles by auto over mountains and desert from Riverside to Blythe.

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The Washington union high school at Easton, G. W. Steyer, principal, was destroyed by fire March 14. No students were injured in the fire.

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The Fresno Symphony Orchestra, under the direction of Earl Towner, head of music of Fresno city schools, has concluded its fifth successful event this season.

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Miss Eva Holmes, county superintendent of schools of Napa, intends to make a new course of study this year.

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E. R. Ganthier, principal of the Calistoga high school, is carrying on successfully in his new plant.

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R. T. Nichols, principal of St. Helena high school, reports that the scholarship record of his students is remarkably high.

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Osman R. Hull, principal of Napa high school, expects to have his school in the new $330,000 plant in September.

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T. B. Street, last year a principal in Vallejo schools, is this year principal of the St. Helena grammar school and a member of the Napa county board of education.

# CAMP CURRY

IN THE

# Yosemite National Park

## PRINCIPALS' CONVENTION, MAY 14-19, 1923

CAMP CURRY was established in 1899 in YOSEMITE by a high school principal and his wife who were desirous of seeing Yosemite themselves. The support of educators has played a large part in making Camp Curry from its very beginnings a community center for lovers of the out-of-doors.

Vacation days here mean contact with interesting people, courteous service by young people from the schools and colleges of California, out door life where nature is at its most glorious.

An atmosphere of friendliness, a spirit of freedom, the hearty co-operation of management and employees —all further the purposes of a convention.

***RATES FOR 1923***

AMERICAN PLAN: BUNGALOWS WITH BATH, TENTS ..... $4 TO $7 PER DAY
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DINING-ROOM AND CAFETERIA

**MRS. D. A. CURRY, *President***

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The citizens of Napa are proud of the completion of two new grammar school buildings—the Lincoln and the John L. Shearer buildings. Napa is to be commended that she has named one of the buildings in honor of John L. Shearer, who for over fifty years has been active as head of the Napa grammar schools. These buildings are up-to-date and equal to any in the northern part of the state.

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Mrs. Frances Effinger-Raymond, manager Pacific Coast and Orient office, Gregg Publishing Company, and her assistant, Miss Elizabeth Starbuck Adams, are making a hurried but interesting trip to Oregon and Washington and the Northwest. The last week of March they were active participants in the dedication of the fine new Commerce Building, Oregon Agricultural College. During the first week of April they attended the Inland Empire Teachers' Association at Spokane, where they appeared before several audiences and discussed commercial education. British Columbia, Idaho and Utah will receive calls from these educators and business executives before they return to San Francisco.

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Prof. James Ferguson has inaugurated an outdoor Easter sunrise service at Chico. Last year Lee Emerson Bassett of Stanford conducted the service in the presence of more than 5000 people. This year the Rotary Club of Chico, under the direction of Mr. Ferguson, will have charge of the affair.

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Geo. W. Stone, a member of the State Board of Education, died at Santa Cruz, March 19, 1923. He had been a member of the State Board since 1913, mayor of Santa Cruz, and a retired minister of the Unitarian church. His last public appearance was before the convention of city and county superintendents in Oakland last October. His most notable address was in reference to the Pilgrims of Plymouth Rock at the high school convention at Asilomar several years ago. He was 83 years of age.

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Hon. Will C. Wood appeared before the legislative committee on the educational budget on Monday, March 19th, and made some fine points, and was highly praised by the press, with the exception of the San Francisco Journal and a few other papers that think to curry favor with Richardson by being obviously unfair to all opponents of the Governor's policies, whether right or wrong.


TEACHERS

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## A SPRINGTIME PROJECT

By Dorothy C. Merigold

This little entertainment, of about forty-five minutes' duration, was first carried out by the children of Midland School, Riverside County, in the spring of 1920. In grouping and arrangement, it is especially adaptable to a rural school, the main program being presented in the school room, and the maypole being set up outside. The songs and dances may be learned in the regular work of the school in music and physical education. About a week before the program is to be given new interest is added by giving out the speaking parts, thus weaving what the children have already learned into a continuous whole. The result will be a spontaneous rendition of the typical May-day program, instead of a series of set numbers.

For greater ease in training and presentation, it is suggested that the children be divided into three groups: Group I (grades 1 to 3), Group II (grades 4, 5), Group III (grades 6-8). Aside from the Shoemaker, the Bird-catcher, Punchinello and the Sailors, there need be no special costuming. With the exception of the "Sailor's Hornpipe," the dances mentioned are in the Physical Education Manual (Supplement Part IV) and in "Folk-Dances and Singing Games" by Elizabeth Burchenal. The hornpipe may be found in Elizabeth Burchenal's second volume, "Dances of the People." "The Folk-dance Book," by Ward Crampton, also contains many of the dances. The little shoemaker song, "Shoemaker, Shoemaker, mend my shoe," comes from the Physical Education Manual (Part IV). The rest of the songs are to be found in the state series music books, "Progressive Music Series, Book III." Substitutions may be made in many of the songs and dances suggested.

It is hoped that this program will help to carry out the spring festival idea, which is proving such a great pleasure to children and spectators alike.

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## A HAPPY MAY-DAY

### Scene I.

(Enter left groups II and III singing "Spring's Messenger".)

First Girl: Just look, everybody! The maypole is made ready for our evening fun.

Boys: Let's away into the forest to find flowers with which to deck its base.

All (turning to go): Let's away! Come away! (Exit left, singing "Spring's Messenger".)

### Scene II.

(Enter from right old shoemaker, with leather apron, spectacles far down on nose, feeble gait. A bench should be placed to right of stage, with an old shoe and shoemaker's tools on it. Shoemaker looks around sadly and shakes his head as he speaks.)

Shoemaker: Ah me! 'Tis the day for the maypole dance when all the young make merry. Well do I remember the time fifty years ago when I could skip with the best. (Makes a droll attempt at a few jig steps.) Alas, 'tis no use. (Sits down on bench and commences to work, absorbed.)

(Enter left group I. Stops at left of stage.)

Boy: Oh, see! There's the old shoemaker. Let's surprise him. (All skip up to old shoemaker, singing "Shoemaker, Shoemaker, mend my shoe.")

Shoemaker (surprised): Bless me! How art thou, my dearies, and why art thou so happy?

First Girl (with curtsey): Why, sir, today is our May-day, when we dance on the green.

Second Girl: Mr. Shoemaker, we can show you how to mend our shoes.

Shoemaker (amused): Ha! Ha! What do you mean?

All: This is the way. (Dance "Shoemaker's Dance.")

Shoemaker (laughs and claps): That's fine. (All turn left as though to leave.) Whither away, my children?

All: To the forest for flowers. Goodbye, Mr. Shoemaker.

### Scene III.

(Enter girls of groups II and III, without sailors, singing "Gay Liesel.")

First Girl: Come, let's dance on the green before the others return from the forest.

Second Girl: Yes, let's show how happy we are that the glad May-day is here. (Girls from group III form circle and dance "Ace of Diamonds" while the others stand back and watch them.)

Third Girl: Hasten! Hasten! There's time for but one more. I hear the rest in the distance. What shall we dance?

All: Oh! Our jumping jack Bleking. (Girls from group II dance Bleking, the rest watching. When sailors enter group draws to right.)

(Enter left sailors from group III, arms folded high, skipping first hornpipe steps, and singing.)

First Sailor: Oh, Ho! My lassies. What do you do this bright spring day?

First Girl: Why, 'tis our May festival, and that's why we are so merry.

Second Sailor: We're gay, too, aren't we, my lads?

Second Girl: Dance us the hornpipe. 'Twill be such fun.

All: Oh, please (clapping).

Third Sailor: If yon maypole were the mast of our good ship, we would feel better. But we'll try.

Fourth Sailor: Come, my hearties! (Dance hornpipe. Girls clap when dance is finished. A shrill whistle is heard from right, startling all.)

First Sailor (exclaims): Ship ahoy! What's that?

First Girl (steps forward): I know! 'Tis the bird-catcher. He always comes to our may-day.

(Enter bird-catcher from right. Part taken by tall boy, wearing cape and pointed hat, and carrying a net. Walks swaggering up and down while all sing "The Bird Catcher.)

Bird-catcher (with an elaborate bow): All hail, lassies and lads. I've come to see you dance on the green.

(Girls of group II step forward and curtsey.) And that we'll do, sir. (Dance Norwegian Mountain March.)

Second Sailor: Now let's have something slow and stately.

Girls: Yes, the minuet. (Boys and Girls from group III dance minuet, while rest sing "The Minuet.")

Third Sailor: For my part, I like something lively. Are there any Highland lasses here who can dance the gay and winsome Highland steps?

Girls (from group III): Aye, aye, sir. (Dance steps adapted from Schottische and Highland Fling.)

(Enter left, group I, running. Bird-catcher starts toward them flourishing net.)

Bird-catcher: Watch out! I'll catch you! I see you!

Children (of group I): We see you, too. (Group I forms circle and dances "I See You.")

Boy (of group I, stepping forward, and speaking saucily): And we can show you the proper way to greet us, Mr. Bird-catcher. (Group I dances "Danish Dance of Greeting.")

Girls (from groups II and III): That you may know we are not always free for such merriment, we will show you how we spend our days with the flax.

First Girl: First we pull it (illustrates).

Second Girl: Then we put it on the hackle.

Third Girl: Then the spinner treads the wheel.

Fourth Girl: Then the shuttle goes in and out, weaving the linen. Come! (Girls form groups of five, dancing "Reap the Flax.")

(Enter right, Punchinello, a small boy with a clown or Pierrot costume, with a basket of fruit strides up and down comically before crowd, calling "apples! oranges, etc." All laugh, and sing "Punchinello.")

First Girl: See, the sun is almost down. 'Tis time for our winding. (All sing "Come Lassies and Lads.")

Second Girl: But we can't wind the maypole yet, for we have not crowned our queen o' the May.

All: Whom shall we choose!

Second Girl: She only can be our queen who is happy and sweet in ways and thought.

All: Let's away to choose our queen (all off).

### Scene IV.

(A throne, decked with flowers and branches, should be placed in center of stage. Enter procession of children from left, led by two boys, followed by the queen, and the rest as her attendants.)

Boys: Make ready for the queen o' the May. Make ready for the queen o' the May. (The queen is led to throne and seated there. Sailor places wreath of flowers on her head.)

Sailor: We crown thee our much honored Queen of May.

All: All hail to the queen! All hail!

(All leave, singing "The Maypole." The maypole dance then takes place, with boys and girls from group III winding, and children from groups I and II unwinding.)

Finis.

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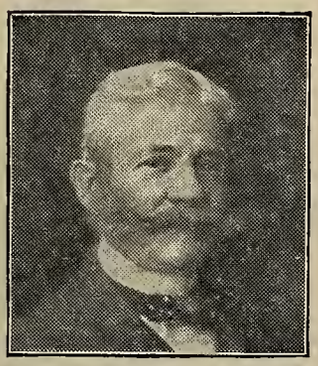

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## HOW SAN RAFAEL "PUT IT OVER"

By Ruth Thompson

On March 6, 1923, the town of San Rafael, with a population of 7000, voted $500,000 worth of school bonds for its school district. This great effort and great accomplishment, according to City Superintendent of Schools Oliver R. Hartzell, was the result of one thing—co-operation in the community and the working of every person in the town for the desired result.

The new building program will include $290,000 for a new high school and the remaining sum will be used for one upper elementary grade school and two primary schools.

The school system of San Rafael to date houses 450 high school students, including night school, while there are 950 pupils in the elementary schools, including the kindergarten. There are twenty-two high school instructors and twenty-one elementary teachers. City Superintendent Hartzell is also principal of the high school.

This is the second school bond issue that Hartzell has "put over." After taking his Master's Degree from the University of Pennsylvania and holding a position as head of the department of biology in a Pennsylvania college, having been principal of a high school in that state and studying and graduating in a law course, Mr. Hartzell came to California to engage in educational work. His first position in this state was as principal of the Tomales high school. While he was there the school bonds for the present new high school were voted. He was then asked to take his present position in San Rafael.

The school buildings in San Rafael dated back to the early days in California—1860 and 1872. There was need of new buildings and modern equipment.

In discussing the situation Hartzell told of the methods employed to get the money for the schools of San Rafael.

"The people themselves were first shown the need which was very definite," Hartzell said. "It was for those who were interested to start the work immediately by keeping the matter of the crowded conditions of the schools before clubs and prominent citizens. It was necessary to have publicity through the newspapers in order to gain results. I found the best way to work was to gain the interest of the women. They were ready. We organized a Parent-Teachers' Association soon after my arrival. This association was chiefly instrumental in keeping the question alive and compelling consideration by city officials of the need of the schools.

"In April, 1922, Dr. F. W. Hart of the University of California School of Education, published a survey of the San Rafael school buildings which were distributed in San Rafael and roused public sentiment at that time and gave the citizens an authentic statement of actual conditions.

"Last June we expected to call a bond election, but on account of the district recently having been enlarged according to 1734A of the school law annexing elementary districts to the high school, there was a question as to whether the city board of education was the legal governing body of the enlarged high school district. The question was taken to the State Supreme Court and decided February, 1923, in favor of the board of education as constituted by the city charter.

"The board of education immediately announced its intention of calling a bond election on March 6.

"The San Rafael Chamber of Commerce was requested to take charge of publicity and present to the people the purposes of the bond election. Civic organizations sent representatives to a meeting called. A publicity committee of sixty leading citizens was appointed. Out of that group ten were selected as an executive and an advisory committee."

### Work of the Campaigners

The first work of the campaigners was to arrange for speeches at all fraternal meetings, civic organizations, club meetings and public gatherings. These speakers managed to get on every program and present the needs of the schools and they asked for contributions to defray expenses of the campaign.

The P. T. A. divided the town into districts and made a house-to-house canvass, speaking to every voter and urging the cause of the schools. At the same time they gave notification of the polling place and offered the service of an automobile to the voter when he cast his ballot.

Meanwhile the teachers and the students were at work. A committee consisting of teachers in the high school and principals of the elementary schools assumed charge of publicity through the school children. Mr. O. H. McCord, chairman of the high school publicity work, had daily meetings of committees of students who discussed the objections they had met when meeting the public. Each of the committee members in turn spoke before his class

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each morning on some phase of the campaign. A weekly assembly was held. It was devoted to the school bond work. Students presented short plays and stunts, sang songs especially written for the occasion. A weekly newspaper was published called "The Progress of the San Rafael Schools." This paper, written by the students and teachers and Mr. Hartzell, was scattered broadcast, giving information and pleading for the cause.

Miss Alice C. Van der Sluis, music director of the high school department, taught the elementary and high school pupils the campaign songs.

Fifteen members of the high school glee club were selected as Strolling Minstrels and gave programs before various organizations as well as in the motion picture theaters. The words were set to the tunes of popular songs.

Sunday preceding the election was a big day. Every church in San Rafael co-operated by urging the duty of voting upon the public. A group of four men, called the "Flying Squadron," addressed public meetings in all of the outlying districts. The four citizens were A. L. Borkheim, chairman of the campaign committee; Thomas Boyd, president of the board of education; Dr. George Rodden, a prominent citizen; Oliver R. Hartzell, city superintendent of schools. The Flying Squadron was accompanied by the Strolling Minstrels and the high school orchestra. This bombardment of enthusiasm was too much for the San Pedro school district, as was shown by the results of its voting unanimously for the bonds—and for San Quentin, which cast but two lone votes against them.

Monday afternoon after school, excitement was waxing to its height. Teachers and children joined in a parade which wended its way down the main street of the town. And the features of this parade? Some of the children were dressed in the costumes worn at the time the schools were built (1860-1872), and some rode in carriages used at the same period. Some of the children carried small frames which showed how little ground was allotted to each child on the school grounds during his periods of recreation. It was effective. The town en masse gathered at the courthouse steps to witness the program of music and speaking—100 per cent for the school bonds!

Neighbors caught the enthusiasm that night for the Mount Tamalpais military school band furnished music for marching. The streets were crowded with citizens and children and three hundred automobiles circled the town. A mass meeting wound up the campaign and the Flying Squadron made its last appeal.

The final result the next day, March 7, 1923? San Rafael voted for its school bonds with an avalanche. The bonds carried eleven to one!

And the celebration? It was a spontaneous outburst with the local moving picture company, the Lilliputian, there to record it. The children and citizens serpentined the streets. Cheers and congratulations vibrated from corner to corner. The school bonds had won and soon San Rafael children will have a group of school buildings as fine and modern as any in California!

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## ABSTRACT OF ADDRESS

**Department of Superintendence, Cleveland, Ohio. Round Table, Cities of 30,000 to 100,000**

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### The Training and Development of Teachers After Entering the Profession

Discussion by H. B. Wilson, Superintendent of Schools, Berkeley, California.

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Both duty to the school and to the teachers concerned render it necessary to provide ways and means for continuing the training and development of all teachers after they begin to teach. Unless this is done the teacher ceases to grow in the completion of her training and in keeping abreast of the times as knowledge advances. Unless growth is continuous the teacher goes about her work with less equipment than she is capable of possessing. In consequence the school suffers unnecessarily, the teacher going about her duties with less equipment than she should bring to her work.

The types of work which may be done and the procedures which may be employed in promoting continued growth in teachers are many, but all of them find justification and unification in the obligation of the teacher and others responsible for her work and her professional welfare to keep her equipment sufficiently adequate and up to date that she is able to answer at all times the following questions in accordance with the latest scholarship and the most approved practice:

1. What are the fundamental objectives of education?

2. Through what exercises and activities together with related subject matter may those objectives be realized to the extent possible in each child?

3. How may the process of eduction and socialization be gone about most effectively?

4. What standards of achievement and finish should be observed in the educative process to insure the satisfactory socialization of each child?

The study requisite to enable each teacher to answer the above questions in keeping with the latest scholarship at all times will guarantee breadth and richness in her program of reading and study. It will likewise guarantee that freshness and inspiration which are requisite to the most effective attack in her daily duties.


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Children of Kern county, California, are going to have an exceptional opportunity this spring of learning the wild flowers of their own county. On March 26-27 a wild flower show will be held in Bakersfield and it is expected that people from the entire county will participate in the affair. Mrs. Julia Babcock, county librarian, is one of those in charge and a group of citizens is co-operating in the movement. Children are to bring plants they have transplanted and grown and prizes will be awarded. The wild flower exhibit will probably develop into an annual institution.

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"Teachers, know bookmen, if you wish to keep in touch with the latest educational methods. It is the bookman's business to know the latest, he has to in order to successfully do his work." This was in part the advice given to teachers at the Southern Section meeting in Los Angeles in December by Dr. McMurry of Columbia University. Dr. McMurry told the teachers that they should embrace every opportunity to talk with a bookman. He praised the type, the education, the knowledge and the work of the representatives of publishing houses.


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## TULARE COUNTY TEACHERS' INSTITUTE, VISALIA, MARCH 12-14

The Tulare County Teachers' Institute at Visalia, March 12, 13, 14, conducted by Superintendent J. E. Buckman, was one of unusual snap and vigor. Prominent state and local educators gave a varied and well received program. The 600 teachers in attendance were interested and were not detained by long drawn-out sessions.

Dr. R. B. von Klein Smid of the University of Southern California gave two addresses on "Education for the New Day" and "Professionalizing a Calling." Superintendent William John Cooper of Fresno talked clearly and explicitly upon the state budget as it affected education in California and gave an excellent address on "The Boy Scout Movement." Glen H. Woods, director of music, Oakland schools, with his characteristic enthusiasm lead the convention singing and gave a talk upon "Music." Dr. Aurelia Henry Reinhardt, president of Mills College, gave two admirably received addresses on "History and Achievement of the League of Nations" and "Education in Europe Since the War." A. C. Olney, commissioner of secondary schools, gave an address on "The Service of Education to the State." Mrs. Grace C. Stanley, commissioner of elementary schools', subject was "The Teachers' Contribution." Dr. Herbert R. Stolz, state director of physical education, spoke on "Physical Education." Katherine L. McLaughlin of the University of California, Southern Branch, discussed "Project Method in Primary Grades and Kindergarten." George H. Hunting, head of the English department State Teachers' College, Fresno, had for his topic "Backgrounds for American Literature." Besides, many interesting section meetings were held.

Various schools of the county entertained the institute delightfully. Among those on the program were the Porterville union high school boys' glee club, Oron union high school, Exeter union high school, Tulare union high school, Dinuba union high school, Visalia union high school, and Porterville elementary schools.

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At a dinner given by the men teachers of Tulare county, S. J. Brainerd, principal of Tulare high school, and Fred M. Powell, principal of Dinuba high school, expressed themselves quite forcibly on the part-time education act as it affected rural conditions. More brass-tack material and less theory from the university vocational men was asked for.

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Miss Esta Aulman, deputy of the Tulare county schools, had arranged a very excellent display of the art work of the county schools.

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The Tulare County Institute scored the Richardson budget and endorsed all efforts made to secure a broader understanding between the school systems of this state and those responsible for their financing.

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### Items from Institute Addresses

#### A. C. Olney

A. C. Olney, commissioner of secondary schools, in an address on "The Service of Education to the State," before the high school section, agreed with Governor Friend W. Richardson that there is enormous waste in the educational system of California and that economy ought to extend to the department of education.

Deploring the wastage in "the twice over subjects" in the grades and in the junior high school, and in the loss and injury to those mentally brilliant or capable because of the indiscriminate grouping of all mental types of pupils, the commissioner offered as remedies abolition of the county examination system and forming of "speed" groups in junior and senior high schools.

"The overloaded curriculum of the grade schools should also be lightened," said Mr. Olney. "Shorten some of the subjects and do away with others by including them in the reading material. Pre-vocational courses, such as the gas engine, wood turning and home economics, should be given in short units of six weeks, so that if a student fails in one unit he need not repeat the entire semester's work."

The speaker, on the other hand, deplored the cuts in appropriations made by the Governor and the board of control in the budgets of the state teachers' colleges, showing that even at present they are unable to turn out enough trained teachers to supply the demand. If the proposed budget, with cuts ranging from 60 to 82 per cent, goes into effect, California will be confronted with a choice between importing trained teachers from other states or of lowering the high professional standard now required of its own teachers.

#### William John Cooper

Prefacing his address on "The Boy Scout Movement," William John Cooper, superintendent of the Fresno schools, took occasion to protest the cuts made in the budget for educational purposes by Governor Richardson and the state board of control, and urged all teachers of the county to support the state superintendent in his efforts to save the educational system of California. He also enjoined upon the teachers the necessity of joining and taking active interest in their professional organizations in the present educational crisis.

"The Boy Scout movement," said Mr. Cooper, "aims at civic education, a much neglected phase of public school work. It is not a military but a social activity and supplements the social and civic training given by the schools."

The speaker pointed out that the Boy Scouts have been unusually successful and that whatever failures have attended the movement have been due to lack of strong adult leadership. "The Boy Scout program is nothing but a man's job cut down to a boy's size," said Mr. Cooper in conclusion.

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## THRIFT AND THE SCHOOL BANK

By June Schley

The wastefulness of the American people was brought forcibly to our attention during the war.

It was estimated that the American garbage can contained enough good food to feed the entire population of France.

When it was discovered that three out of ten of our young men of army age were unfit for service it set thoughtful men to work and as a result much is being done whereby the health of our young people may be conserved. The movement for organized play which has spread over the country is a movement for making better boys and girls—physically, mentally and morally. It helps develop their muscles, makes their minds more alert, keeps their thoughts in the right channels and makes them true social beings.

The educators of today are working efficaciously to improve educational opportunities for children whereby both time and energy can be saved.

More attention is being given to the individual differences of children, and instead of trying to put them all through the same mold, and turn them out as finished products, each one is given a chance to develop according to his capacity.

The introduction of vocational training into our school system, as it becomes more general, is bound to have a tendency to conserve the man-power of our nation by training the boys and girls to do some kind of work well. Much time and valuable material are wasted through untrained workmanship.

The worthy use of leisure time is being recognized as an important feature in our educational plan, and in proportion as our young people are trained in knowing how to use their leisure time pleasantly and profitably so will the discontent and unrest of our country be abated.

One of the most important phases of thrift is the saving of money. United States has the highest wage scale and the least number of savings bank depositors according to its population of any civilized nation. We can do little to teach the wage earners of today, but we can teach the wage earners of the next generation.

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cannot be suddenly transformed into frugal men and women.

Economy and thrift are habits, and habits can be taught.

One of the best ways of teaching thrift is through the school bank. There are many of these in all parts of the United States. California ranks first in the amount of deposits made by its school children. The first school savings bank of Bakersfield, where Charles E. Teach is superintendent of schools, was instituted at the Emerson school on the 5th of February, 1923.

The children at once became enthusiastic over it and on the opening day $60.71 was deposited by 100 depositors. The children are to operate the bank as far as possible. The officers are chosen from the student body, and the bank is conducted according to real banking principles. The pupils go to the bank, make out a deposit slip, which they give with their money to the teller, who in turn makes out a pass book in which he records the deposit. Each depositor keeps his pass book, which he brings to the bank for future deposits. The deposit slip is passed to a clerk, who makes a record of it on a ledger card, which shows the deposit and balance for each pupil. These ledger cards are kept on file alphabetically. Another clerk keeps a record of all deposits and withdrawals in a cash book. At the close of the day, the money is counted, the cash book balanced and money.

the ledger cards checked over to make certain that no mistake has been made. The Security Trust Company and Bank of Italy are co-operating in every way and have consented to open accounts in their savings departments for all children who have one dollar or more in the school bank. They will pay interest at 4 per cent on these accounts. On or about the first of each month those pupils having a dollar or more will have their money transferred for them to the regular savings bank chosen by their parents. After their account is opened in the regular savings bank they continue to bank with the school bank and each month their money will be transferred for them, provided they have at least a dollar.

During the first eight days the bank was open for business there were 220 depositors and over $310 was deposited. By the end of February the record was: enrollment, 404; depositors, 224; money deposited, $335.40.

The value of the deposit is not at all commensurate with the worth of the habits encouraged, thereby the power of self denial, prudence, thrift and economy. Gum and candy are sacrificed, but pennies and teeth are saved.

The saving of time, of strength, of health, of intellectual force, and of moral integrity are all closely allied to the saving of

**Winning Declamations — How to Speak Them**, edited by Edwin DuBois Shurter, professor of public speaking in the University of Texas: Declamations from three to five minutes in length which have been tested in schools and are intended for training the public speaker, compose this volume. "For teachers desiring a minimum of theory and minimum of practice, this book is well adapted for use, not alone as a reference book for selections, but also as a textbook for a beginner's class in speaking, or as an advanced reading book for the seventh or eighth grades." The material is particularly usable on account of the helpful introduction, which is really a short course in speaking, and on account of the suggestions and helps for delivery before each selection. The material is unusually good and includes a wide variety of selections which contain much that is of present-day interest. The book has its quota of selections that always have a standard value and also has much that is new for editorials, speeches and up-to-date events have been utilized in an interesting and effective manner. (Published by Noble and Noble, 76 Fifth Avenue, New York. Price $2.00.)

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W. D. Bannister,
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## THE OXNARD UNION HIGH SCHOOL
### W. D. Bannister, Principal

A community is measured by the stability of its school system. Stability insures progress. And so it is to the pride of Oxnard that W. D. Bannister, the principal of the high school, has for the last eight years been a routine factor in the high school's growth and development.

Oxnard is one of California's smaller cities of 5000 population. It is situated on the Ventura plain, a mile and a half from the Pacific Ocean. It is the center of a great beet and bean growing territory. In the city limits is a huge sugar beet factory. It is a town that has a numerous Mexican contingent. It is a town that has a real civic pride.

Recently the citizens of Oxnard, under the leadership of the Oxnard board of high school trustees and W. D. Bannister, voted two bond issues totaling $225,000 for a new high school. The high school plant has been completed and the old high school building and grounds near the center of town have been turned into a civic center.

The new high school plant is situated on a campus of thirteen acres. The main building has 21 class rooms and an auditorium seating 850 persons. The building, constructed of ruffled brick, has a most pleasing exterior. The interior is also attractive. Lockers in the corridors, beamed ceilings and a green motif in decoration catch the eye. The auditorium with its fine stage and its vaulted roof lined with heavy timbers lends an added charm.

Besides the main building there have been constructed an excellent gymnasium, tennis courts and a tank. The old shop building has been moved upon the new grounds and remodeled. Landscape gardening upon the campus has been effected.

The building was constructed by segregated contracts and Mr. Bannister has been immensely pleased at the results obtained.

A faculty of sixteen handle the 252 students enrolled. A manual of the Oxnard high school is issued each year and here Mr. Bannister has caused an excellent work to be done for both parent and student. In black and white the objectives of the high school are seen. Courses of study cover the literary, scientific, commercial, industrial and home hygienic's fields.

Oxnard high school during the last few years has been a name to conjure with among United States high school track athletes, on account of the wonderful ability of "Bud" Houser with the shot and discus. H. A. Berlin, head of mathematics and director of physical education in the high school, is the person who had a great deal to do in developing Houser.

While a community is measured by the stability of its school system, the school itself is a reflection of its head. And it is due to Mr. Bannister's characteristic tact and courtesy and ability that Oxnard union high school has maintained its lead among the first of California high schools.

Oxnard Union School

## BOOK REVIEWS

**Introductory Music**, by T. P. Giddings, Will Earhart, Ralph L. Baldwin, with Elbridge W. Newton as managing editor: This music reader is one of a new Music Education Series which is a course of unusual scope and content in vocal music appreciation. Introductory Music contains almost two hundred simple, melodious songs pertaining to child life, well adapted to the primary grades. Many of the songs are original and they will hold a strong appeal for little children. This is not a method book. Teachers will find the material not only useful but also delightful. (Ginn and Company, publishers.)

**Songs of Childhood**, by Thaddeus P. Giddings, Will Earhart, Ralph L. Baldwin, with Elbridge W. Newton as managing editor: This primary music book has one hundred and thirty songs of childhood. Some of Mother Nature's moods, flowers, animals, Indians and children are among the subjects set to lilting tunes which will please the children. This little volume is one of the Music Education Series, which consists of a five and an eight-book course. (Ginn and Company, publishers.)

**Types of Elementary Teaching and Learning**, by Samuel Chester Parker, professor of educational methods of the University of Chicago: This is a book which will be of vital assistance to every teacher, whether she is experienced or inexperienced. It is practical, scientific and deals with present-day general methods and types of elementary school training. The "four elementary skills" handled in detail are writing, spelling, arithmetic and reading. In Part II the heading is "Four Thoughtful Processes". The following problems are dealt with in an understanding and thoughtful manner: Understanding School Life; Problem-solving, or Practice in Thinking; Skillful Silent Reading and Learning to Communicate Ideas. Part III consists of Recreational and Moral Behavior with these heads: Forming Habits of Harmless Enjoyment; increasing the Harmless Enjoyment of Leisure; Civic-Moral Ideals and Efficiency. Concrete illustrations are given throughout the book, which is rich in practical suggestions that a teacher can apply and develop daily in lessons and conduct in the school room. The modern viewpoint of this book is one of its outstanding characteristics. (Ginn & Company, publishers.)

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**Pieces That Have Won Prizes**, compiled and arranged by Frank McHale: Those who recite will take real joy in this book, which contains more than one hundred and fifty excellent selections together with many encore pieces. The tragic, humorous, the beautiful and the sad, can all be found in the selections included in this excellent volume. It is indeed a prize winning collection. Gustave Nadaud's "Carcassonne" and Frank Desprez' passionately colorful "Lasca", together with a wide range of pieces that have not appeared in similar collections before, are in this book. David Starr Jordan, Theodore Roosevelt, Joaquin Miller, George R. Sims and Rudyard Kipling are included in the list. Every page carries a message that a speaker will be glad to pass on to his audience. (Lloyd Adams Noble, publisher, 31 West Fifteenth street, New York. Price $2.00.)

---

**Fabrics and How to Know Them**, by Grace Goldena, A.M.: This book might well be termed an encyclopedia of fabrics, giving as it does definitions of textile fabrics and terms relating to fabrics, as well as practical textile tests. It represents not only the work which the author has put into it, but also the accumulated knowledge of a number of persons dealing directly with materials. Contributions have been made by salespeople, buyers, advertising experts, wholesale merchants and experienced mill men. The author's aim has been to present usable information about staple fabrics on the retail markets. The illustrations are particularly clear and show admirably the various types of fabrics represented. Part 1 gives fabric definitions and terms relating to fabrics; Part 2 describes various textile tests; Part 3 classifies fabrics by cloth structure and by trade name; and Part 4 gives a list of books of reference on textile fabrics. Home economics teachers will be interested in this volume. The author is assistant professor of home economics at the University of Washington, Seattle. (Published by J. B. Lippincott Company. Price $1.50.)

---

**Modern and Contemporary European Civilization, the Persisting Factors of the Great War**, by Harry Grant Plum and Gilbert Giddings Benjamin: A book on world conditions today can hardly fail to create wide interest. Such a book is Modern and Contemporary Civilization, which takes a synthetic view of history and has organized material in order that the reader may recognize the factors and motives of the great struggle going back through the nineteenth century. The book opens with the present condition in which the world finds itself with the great problems facing it for solution. Next comes a chronological treatment of the main features of nineteenth century civilization. Social and economic problems through the century are dealt with, laying a foundation for interesting study and development. Teachers, history students and every person who desires information, and causes and effects of today, will find the book thought-provoking and valuable. (Published by J. B. Lippincott Company. Price $2.20.)


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# THE WESTERN JOURNAL of EDUCATION

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VOL. XXIX, No. 4 SAN FRANCISCO, APRIL, 1923 Price 15 Cents

## The Western Journal of Education

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## SOURCE MATERIAL FOR MEMORIAL DAY PROGRAM IN THE SCHOOLS, MAY 30

### By Ruth Thompson

Memorial, or Decoration, Day was established by Commander-in-Chief John A. Logan on May 5, 1868, for the purpose of decorating the graves of the soldiers who died in defense of their country. It is because of this decorating that the day is often called "Decoration Day." At first the soldiers of the Civil War were those to be remembered. Next those of the Spanish-American War were added to the number. The graves of the soldiers of the World War now complete the sad list. The day has developed a significance for those who have buried their loved ones and it is now regarded as one to decorate the graves of all the dead with wreaths and flowers.

The general order establishing the first Memorial Day follows:

Headquarters, Grand Army of the Republic,
Washington, D. C., May 5, 1868.

General Orders, No. 11.

I. The 30th day of May, 1868, is designated for the purpose of strewing with flowers or otherwise decorating the graves of comrades who died in defense of their country during the later rebellion, and whose bodies now lie in almost every city, village and hamlet churchyard in the land. In this observance no form of ceremony is prescribed, but Posts and comrades will in their own way arrange such fitting services and testimonials of respect as circumstances may permit.

We are organized, comrades, as our Regulations tell us, for the purpose, among other things, of preserving and strengthening those kind and fraternal feelings which have bound together the soldiers, sailors and marines who united to suppress the late rebellion. What can aid more to assure this result than by cherishing tenderly the memory of our heroic dead, who made their breasts a barricade between our country and its foes? Their soldier lives were the reveille of freedom to a race in chains and their deaths the tattoo of rebellious tyranny in arms. We should guard their graves with sacred vigilance. All that the consecrated wealth and taste of the nation can add to their adornment and security is but a fitting tribute to the memory of her slain defenders. Let no wanton foot tread rudely on such hallowed grounds. Let pleasant paths invite the coming and going of reverent visitors and fond mourners. Let no vandalism of avarice or neglect, no ravages of time testify to the present or to the coming generations that we have forgotten as a people the cost of a free and undivided Republic.

If other eyes grow dull and other hands slack, and other hearts cold in the solemn trust, ours shall keep it well as long as the light and warmth of life remain to us.

Let us, then, at the time appointed gather around their sacred remains and garland the passionless mounds above them with choicest flowers of springtime; let us raise above them the dear old flag they saved from dishonor; let us in this solemn presence renew our pledges to aid and assist those whom they have left among us, a sacred charge upon a nation's gratitude—the soldier's and sailor's widow and orphan.

II. It is the purpose of the Commander-in-Chief to inaugurate this observance with the hope that it will be kept up from year to year while a survivor of the war remains to honor the memory of his departed comrades. He earnestly desires the public press to call attention to this Order, and lend its friendly aid in bringing it to the notice of comrades in all parts of the country in time for the simultaneous compliance therewith.

III. Department Commanders will use every effort to make this order effective.

By command of
John A. Logan, Commander-in-Chief.
N. P. Chipman, Adjutant-General.

### MEMORIAL DAY

Every year we have a Memorial Day. It comes on May 30. This is a beautiful time of the year. The grass is green, the flowers are in blossom, and the birds are singing. Our country is beautiful and we are happy here. We stop to honor those who lived and died for our country. We have many blessings because of their service.

It is a beautiful holiday. Parades are held. The flag of our country is placed over every soldier's grave. Flowers are lovingly placed there, too.

This day was set apart in memory of the Civil War soldiers and sailors. They fought to keep our country one nation. We must not forget them. Only a few are living now. They wear their blue uniform on Memorial Day. Once they were called "The Boys in Blue." We honor and respect these old men and their dead comrades. They followed our flag as others have done. We now also honor the dead soldiers and sailors of the Spanish War and the World War on Memorial Day.

America keeps no large army. Her young men come when she calls them to the colors. They will live for her and work for her; they will give their lives for her. We honor all who are loyal to America. On Memorial Day we honor those who died for our land.—(From Federal Citizenship Textbook.)

### BATTLE HYMN OF THE REPUBLIC

Mine eyes have seen the glory of the coming of the Lord;
He is tramping out the vintage where the grapes of wrath are stored;
He has loosed the fateful lightning of his terrible swift sword;
His truth is marching on.

(Chorus)
Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
His truth is marching on.

I have seen Him in the watch-fires of a hundred circling camps.
They have builded Him an altar in the evening dews and damps;
I can read His righteous sentence by the dim and flaring lamps;
His day is marching on.

(Chorus)

He has sounded forth the trumpet that shall never call retreat;
He is sifting out the hearts of men before His judgment seat;
O, be swift, my soul, to answer Him! be jubilant, my feet.
Our God is marching on.

(Chorus)

In the beauty of the lilies Christ was born across the sea;
With a glory in His bosom that transfigures you and me;
As He died to make men holy, let us die to make men free,
While God is marching on.

(Chorus)
—Julia Ward Howe.

### THE STORY OF THE BATTLE HYMN OF THE REPUBLIC

The Civil War was raging between the North and the South when Mrs. Julia Ward Howe visited Washington, D. C., with her husband. The war spirit was prevalent and it depressed Mrs. Howe that she could not do more for her country. One day she went with her husband and a party of friends to attend the review of some troops near the city. Suddenly the enemy broke in upon the maneuvers. Soldiers galloped to the assistance of the Union troops, whose line of escape would be cut off in a short time.

Soon the flurry was over and those who had attended the review began their return to Washington. Enthusiastically they sang popular songs including "John Brown's body lies a-mouldering in the ground; his soul is marching on."

The Rev. James Freeman Clarke, seeing how pleased the soldiers were with the singing, turned to Mrs. Howe and asked her why she did not write words that would do for such a stirring tune. Mrs. Howe replied that she had thought of nothing that would do.

It was that night that she wrote the "Battle Hymn of the Republic." In her reminiscences she tells of it:

"I went to bed that night as usual and slept according to my wont, quite soundly. I awoke in the gray of the morning twilight; and as I lay waiting for the dawn, the long lines of the desired poem began to twine themselves in my mind. Having thought out all the stanzas, I said to myself, 'I must get up and write these verses down, lest I fall asleep again and forget them.' So with a sudden effort I sprang out of bed, and found in the dimness an old stump of a pencil which I remembered to have used the day before. I scrawled the verses almost without looking at the paper. I was obliged to decipher my scrawl before another night should intervene, as it was only legible while the matter was fresh in my mind. At this time, having completed my writing, I returned to bed and fell asleep, saying to myself, 'I like this better than most things I have written.'"

The Atlantic Monthly published the song. The Union armies took up the song. Since it was written the song has been sung upon countless numbers of occasions.

At Brown University the Honorary Degree of Doctor of Letters was conferred upon Mrs. Howe when she had passed her ninetieth birthday. When she was helped to the platform and the degree was bestowed upon her amidst the rousing cheers, the "Battle Hymn of the Republic" was played by the orchestra while the audience remained standing. Mrs. Howe was addressed on that occasion as, "Author, Philanthropist, Mother, Friend of the Slave, a Personal Friend of All who Suffer, Singer of the Battle Hymn of the Republic, allied with all educators through her faith."

* Copies of "Old Flag Forever," words by Frank L. Stanton, music by Leila France, author of "California Wild Flowers," may be obtained by addressing Leila France, 70 Santa Monica street, San Francisco, Calif. Pictures can be secured from Perry Picture Co., Box 7, Malden, Mass. See Power's Poems for Memorizing for material.

### THE BIVOUAC OF THE DEAD

The muffled drum's sad roll has beat
The soldier's last tatoo;
No more on life's parade shall meet
The brave and fallen few,
On fame's eternal camping-ground
Their silent tents are spread,
And glory guards with solemn round
The bivouac of the dead.

No rumor of the foe's advance
Now swells upon the wind,
No troubled thought at midnight haunts
Of loved ones left behind;
No vision of the morrow's strife
The warrior's dream alarms,
No braying horn or screaming fife
At dawn shall call to arms.

Rest on, embalmed and sainted dead!
Dear as the blood ye gave;
No impious footsteps here shall tread
The herbage of your grave!
Nor shall your glory be forgot
While fame her record keeps,
Or honor points the hallowed spot
Where valor proudly sleeps.

Yon marble minstrel's voiceless stone
In deathless song shall tell,
When many a vanished year hath flown,
The story how ye fell;
Nor wreck, nor change, no winter's blight,
Nor time's remorseless doom,
Can dim one ray of holy light
That gilds your glorious tomb.

—Theodore O'Hara.

---

"Bring ye bl ssoms of the May,
For the brave, beloved dead;
Tender memories rise today
O'er each fallen hero's bed.

"Bring ye blossoms of the May
Strew each humble soldier's grave;
Liberty shall kneel today
Honoring the true and brave."

### SHIP OF STATE

Thou, too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all its hopes of future years,
Is hanging breathless on thy fate!
We know what master laid thy keel,
What workmen wrought thy ribs of steel,
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat
Were shaped the anchors of thy hope!
Fear not each sudden sound and shock,
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee,—are all with thee.

—Longfellow.

---

### A KNOT OF BLUE AND GRAY

"You ask me why, upon my breast,
Unchanged from day to day,
Linked side by side in this broad band,
I wear the blue and gray.
I had two brothers long ago—
Two brothers blithe and gay;
One wore a suit of Northern blue,
And one a suit of Southern gray.
One heard the roll-call of the South,
And linked his fate with Lee;
The other bore the Stars and Stripes
With Sherman to the sea.

"Each fought for what he deemed was right,
And fell with sword in hand;
One sleeps amid Virginia's hills,
And one by Georgia's strand,
But the same sun shines on both their graves,
'Mid valley and o'er hill,
And in the darkest of the hours
My brothers do live still.

And this is why, upon my breast,
Unchanged from day to day,
Linked side by side in this broad band,
I wear a knot of blue and gray."

—Anon.

---

### REMEMBERING DAY

All the soldiers marching along;
All the children singing a song;
All the flowers dewy and sweet;
All the flags hung out in the street;
Hearts that throb in a grateful way—
For this is our Remembering Day.

—Mary Wright Saunders.

---

### THE BLUE AND THE GRAY

By the flow of the inland river,
Whence the fleets of iron have fled,
Where the blades of the grave-grass quiver,
Asleep are the ranks of the dead:
Under the sod and the dew,
Waiting the judgment day;
Under the one, the Blue,
Under the other, the Gray.

These in the robings of glory,
Those in the gloom of defeat,
All with the battle-blood gory,
In the dusk of eternity meet:
Under the sod and the dew,
Waiting the judgment day,
Under the laurel, the Blue,
Under the willow, the Gray.

From the silence of sorrowful hours
The desolate mourners go,
Lovingly laden with flowers
Alike for the friend and the foe:
Under the sod and the dew,
Waiting the judgment day,
Under the roses, the Blue,
Under the lilies, the Gray.

So, with an equal splendor,
The morning sun-rays fall,
With a touch impartially tender,
On the blossoms blooming for all;
Under the sod and the dew,
Waiting the judgment day,
Broidered with gold, the Blue,
Mellowed with gold, the Gray.

....o more shall the war-cry sever,
Or the winding rivers be red;
They banish our anger forever
When they laurel the graves of our dead!
Under the sod and the dew,
Waiting the judgment day,
Love and tears for the Blue,
Tears and love for the Gray.

—Francis Miles Finch.

---

### A SONG FOR HEROES

A song for the heroes who saw the sign
And took their place in the battle line;
They were walls of granite and gates of brass;
And they cried out to God, "They shall not pass!"
And they hurled them back in a storm of cheers,
And the sound will echo on over the years.

And a song for the end, the glorious end,
And the soldiers marching up over the bend
Of the broken roads in gallant France,
The homing heroes who took the chance,
Who looked on life, and with even breath
Faced the winds from the gulfs of death.
Their hearts are running on over the graves—
Over the battle-wrecks—over the waves—
Over the scarred fields—over the foam—
On to America—on to home!

And a song for the others, the heroes slain
In Argonne Forest—in St. Gobain—
In the flowery meadows of Picardy—
In Belgium—in Italy,
From brave Montello to the sea.

A song for the heroes gone on ahead
To join the hosts of the marching dead—
A song for the souls that could lightly fling
Sweet life away as a little thing
For the sake of the mighty need of earth,
The need of the ages coming to birth.

All praise to the daring God who gave
Heroic souls who could dare the grave.
Praise for the power He laid on youth
To challenge disaster and die for truth.
What greater gift can the High God give,
Than the power to die that the truth may live!
Glory to the Lord, the Hero of Heaven,
He whose wounds in His side are seven—
Glory that He gathers the heroes home,
Out of the red fields—out of the foam—
Gathers them out of the Everywhere,
Into the Camp that is Over There!

—Edwin Markham.

---

### QUOTATIONS FOR MEMORIAL DAY

These heroes are dead. They died for liberty—they died for us. They are at rest. They sleep in the land they made free, under the flag they rendered stainless, under the solemn pines, the sad hemlocks, the tearful willows and the embracing vines. They sleep beneath the shadows of the clouds, careless alike of sunshine or of storm, each in the windowless palace of Rest. Earth may run red with other wars—they are at peace. In the midst of battle, in the roar of conflict, they found the serenity of death. I have one sentiment for soldiers living and dead: Cheers for the living; tears for the dead.

—Robert G. Ingersoll.

---

Let us scatter over their graves the brightest beauties of life—the glad tokens of a blessed immortality.—Mitchell.

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"Dead on the field of honor!" This is the record of thousands of unnamed men, whose influence upon their generations is associated with no personal distinction, but whose sacrifice will lend undying lustre to the nation's archives, and richer capacity to the nation's life.—Chapin.

---

The love that shines from a patriot's grave is a pure and holy light.—Everett.

---

Oh, tell me not that they are dead,—that generous host, that airy army of invisible heroes. They hover as a cloud of witnesses above this nation. Are they dead that yet speak, louder than we can speak, and a more universal guage? Are they dead that yet act? Are they dead that yet move upon society, and inspire the people with nobler motives and more heroic patriotism?—Henry Ward Beecher.

---

He who plows and plants that others may reap is of noble blood; but he who dies that a nation may live is made of the stern stuff that justifies the songs that sing his deeds and the wreathed marble that marks the sacred spot where his ashes sleep.—Anon.

---

Sleep, soldiers! still in honored rest
Your truth and valor wearing;
The bravest are the tenderest—
The loving are the daring.

—Bayard Taylor.

---

Sleep, comrades! sleep and rest
On this field of grounded arms,
Where foes no more molest,
Nor sentry's shot alarms.

Stoop, angels, hither from the skies!
There is no holier spot of ground
Than where defeated valor lies
By mourning beauty crowned.

—Henry Wadsworth Longfellow.

---

For He who gave His only Son
Can surely understand
That they laid down their lives for us,
And for their native land.

Oh! moon, shine on in Flanders' Fields
And touch each cross with peace;
And let them quietly sleep on
Whose souls have found release.

—Mabel Hicks.

---

For the youth they gave and the blood they gave
We must render back the due;
For every marked or nameless grave
We must pay with a service true;
Till the scales stand straight with an even weight
And the world is a world made new.

—Theodosia Garrison.

---

—"far-off voices of the future sing,
'They shall remain in memory's diadem;'
And winds of promise still are whispering
Through storied years, 'We shall remember them.'"

—James Terry White.

"The Hinges of Custom," by Ednah Aiken, published by Dodd, Mead & Company, price $2.00, is a very attractive novel. The plot is laid in a fog in London and at Brighton and New York. It is a novel that has romance, loyalty, philosophy and characterization. Wade Graeme and Isobel have the sympathy of the readers from the start, and no one envies them the "Day on the River," or the lark at Brighton. There is back of the story a deep philosophy of love and customs, especially social relationships. Mrs. Ednah Aiken has a fine literary style. The characters in her book are easily visualized. It is a book that will appeal to the modern reader. There is style, plot, resourcefulness in the discussions and accuracy in interpretation of moods and desires.

This is not Mrs. Aiken's first venture. Her novel, "The River," published by Bobbs, Merrill & Company, is one of the few novels that is taken frequently from the library shelves. The book is already in its third printing and the publishers are so delighted with its success that they have already contracted with the author for the Ms. of another novel to be published in August of this year.


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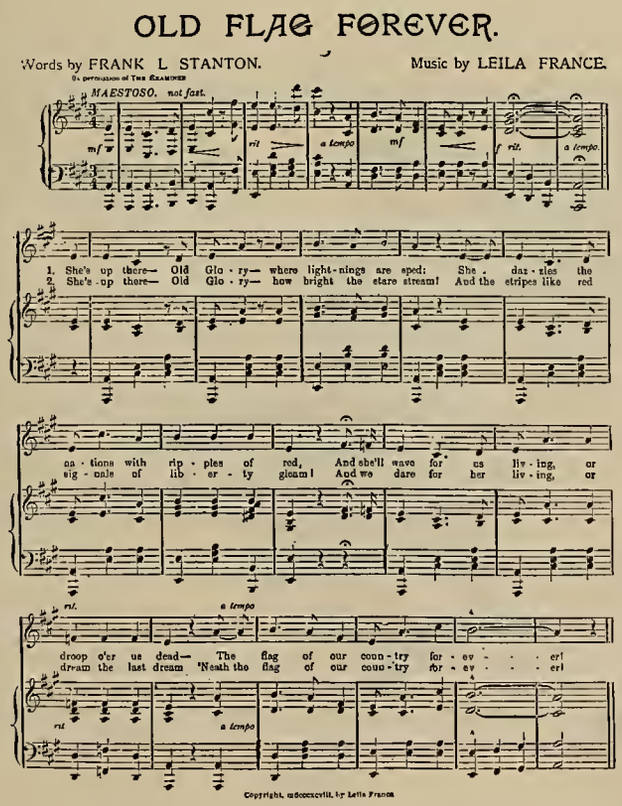


### CAMP CURRY, YOSEMITE

Hon. A. C. Olney has called the convention of high school principals to meet at Camp Curry in the Yosemite Valley early in May. It is peculiarly appropriate that the convention should meet at Camp Curry. This wonderful camp was established by Mr. Curry while principal of Sequoia union high school at Redwood City, and he rendered splendid service to many thousands of people and always had an extra smile and appreciation for teachers. Mrs. Curry, who has carried on the work since Mr. Curry's death, is a remarkable woman, and the camp under her management is a great success. The high school principals and teachers everywhere will enjoy the Yosemite better than they would otherwise if they stop at Curry's.

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("Women in Love," by D. H. Lawrence, published by Thomas Seltzer, New York, is a book of 548 pages of love, experience, death and philosophy about the social relationships of men and women, mostly women. Price $2.50. It is a book that should not be read by a man or woman under 50 years of age—even then it's hardly safe. This book was originally issued at a price of $15. It is highly praised by John Mary of the New York Post, by May Similack and others. The literary style of the book is vivid and gripping. Teachers and educators will be especially interested in D. H. Lawrence's book, "Fantasia of the Unconscious," in which he attacks all the modern views of educators and furnishes good material for Governor Richardson's economy budget, as Lawrence boldly asserts that only 10 per cent of the people should be educated. "Women in Love" is a profound record of experiences in self, and from that standpoint it is a contribution to modern literature.

## RELATIVE VALUES IN TYPING OF SKILL, POWER AND JUDGMENT

By Elizabeth Starbuck Adams
Author of Junior Typewriting

Synopsis of address given before the Commercial Section of the Inland Empire Education Association, Spokane, April 5, 1923.

The best way to start this discussion is the good, old, reliable one I was taught in my course on Forensics — "definition of terms."

SKILL from the Scandinavian root meaning to separate, divide, distinguish, discern, discriminate. In common usage now, skill signifies knowledge of, and experience in, execution. Or practical ability in art, science, or the like. Let me report for emphasis, "Practical ability in art, science or the like."

POWER: from the French pouvoir—to be able. Capacity for action; exerted ability to act; might; energy; vigor; force—implied to be physical, mental or moral. Ability to do or bear.

Judgment: from the Latin— to judge. The mental act of judging; that is, the operations of the mind involving comparison and discrimination by which knowledge of the values and relations of things, whether of moral qualities, intellectual concepts, logical propositions, or material facts, is mentally asserted or formulated.

Now the synonyms of these three are to me as significant as the fuller definitions because they give the kernel of the thought. For skill think dexterity, experience, adroitness. For power think capacity, efficiency, efficacy. For judgment substitute good sense; then we have our three interpreted to mean dexterity, efficiency and good sense, every one of them qualities capable of being trained. The individual of normal mentality has a natural aptitude for acquiring dexterity in various lines according as he is trained, capacity for accomplishment as he is further trained for endurance, and his power of judgment increases as his personal experiences in any one line increase in variety and richness.

From now on, we will confine our use of these terms as referring to typewriting only.

POWER, thus applied to typewriting, must be considered as the ultimate goal, the final outcome of the successful building up a series of skills, that finally blend into the vigor, the capacity to achieve, that the business man calls efficiency. The smoothness of this final blending depends upon the thoroughness with which the various skills have been mastered. If the early habits of correct technique have been strongly built up, then the training for endurance that is to develop this capacity for fine achievement becomes a simple process of harmonious, progressive exercise. But if the early skill habits have been carelessly formed, the final training for endurance and efficiency becomes an expensive and laborious process, for old habits that are incorrect must be eliminated and correct ones established. This is obvious to all of you. You will now understand why I have begun with power in order to eliminate it from the discussion. Capacity to achieve rests primarily upon the successful development of a foundation of skill, or correct technique. Upon the quality of this skill depends the quality of the power that can be developed.

The skills required for the making of a good typist are various. There is the skill of beginning technique, correct body posture, correct fingering with rhythm, correct handling of the mechanical devices of the machine, correct body relaxation, correct mental poise. Later is developed the skill for writing easy copy with continuous smooth action; then comes the development of skill in arrangement, control of forms; later skill to compose on machine; later still, skill in transcribing; last of all the final training for endurance that eventually develops into POWER. This may be the power that makes the super typist of speed contests or the power that turns out the competent office worker. TIME is, of course, one element in reaching the goal, plus persistence and stick-to-itiveness. But neither time nor practice is of avail without the control of correct technique.

It is imperative that we, as teachers, use all our collective intelligence for finding out just what is correct technique and what are the simplest and most direct means of establishing it in the learning process. We want to make the process as cheap in time and energy as possible.

One easy way is to have a definite objective for each drill. There are hundreds of fads and fancies abroad. You may have some pet drills or gymnastics exercises. Ask about each what specific skill does this develop? If you cannot satisfy yourself that it does accomplish some one thing effectively, discard it at once. One good test of the soundness of an objective is to ask—is the specific phase of activity developed as it will be used ultimately in high speed writing or efficiency writing? (I make the distinction, as it seems we all should, between rapid writing from straight away copy, and the higher grade typing required in the business office that must, to be efficacious, be necessarily less rapid.) To illustrate this way of testing the value of an exercise: There is much said about mental control of the keyboard and various exercises are given to develop a quick writing or reciting of the characters of the keyboard. Is this facility to write these characters a skill that will be used in rapid writing or in working out a complicated sales report? Obviously not. The rapid and skilful writer does not manipulate the keys of the machine because his memory can recite the keys glibly. His manipulation of the keys depends upon the automatization of the striking process. If the correct co-ordination of eye, brain and fingers has been thoroughly drilled into the lower brain, he will strike the keys with almost incredible rapidity. Therefore the only mental control we have any use for in real typing is the mental control that is shown in terms of the fingers in actual writing. This control can be got in one way only—a very simple and direct way; i. e., training each finger to its specific task ON THE MACHINE. We must be very careful to avoid what I call "building up scaffolding" that must be later destroyed. Scaffolding is necessary in the building of a house. But a house is not dynamic. Every bit of unnecessary drill is a hindrance, because it sets up some habit that must be discarded. That is obviously wasteful, wasteful of both time and energy; but worse than that, once a brain path is established, the brain does not forget; and sometime later, when we least expect it, the same old habit appears as a stumbling block and sudden errors occur just when we had a right to expect only accuracy.

If we bear in mind that the direct way to make the first finger of the left hand writ the letter r and return to its home key f is to let it write frf we shall never be tempted to go around Robin Hood's barn and evolve some more laborious approach. We shall write frf and develop the feel of r in the knuckle joint until the sight or though of r means an easy and direct writing of the letter r without conscious effort. It is just the simple rational approach—forming the habit of striking r as it always is to be struck.

It is unwise, at all stages of the game of typing, to permit a feeling of difficulty to arise in the pupils. I mean here, the sense of difficulty that creates a sense of discouragement. There is a type of difficulty that arouses the desire to conquer and develops in the student a fine couragous perseverance. That type belongs to a much more advanced stage in the training. I mean, at this stage, the feeling of inability to accomplish. That is why I advocate beginning the specific finger training with the two fingers that already are well under control of the mind, the first and second fingers. At the same time, as a part of each typing period, I should begin to train the third and fourth fingers into consciousness, get them disciplined to take orders from the brain; get them strengthened for their specific tasks so that they are all ready for their share of work when the demand is made of them.

Our task is, to first analyze the skill habits into their simplest elements, then lay out the direct, straightest path to accomplishment and keep in the path—no wandering out into the byways for divertisement. Then from our wide experience, we are going to face the possible dangers of the future, bad habits, wasteful habits, and anticipate the difficulties by our drills is that we may avoid the possible formation of those habits. We are going to get the correct habit so firmly in that the chances of any lapse are reduced to a minimum.

In building up the skills of beginning technique, there are two types of tests that will help: the accuracy test and the speed tests.

A short analysis of the value of accuracy tests will show how these tests are a great help in showing up the strength and weakness of individuals. Let us assume that we have been building up the group of skills that go to first finger letters. We have been swinging through the preliminary co-ordination drills with good rhythm and fair accuracy; we have been writing groups of words, keeping still to correct posture and rhythm. Now we want to test the results. An exercise comprised of the necessary elements is presented for class work. Five copies are to be made of the entire exercises. Each copy is numbered numerically. After five copies have been made, under supervision to check on rhythm and posture, the number of errors are totaled on each exercise and written in. A perfect copy will be filed. Nothing else is worth keeping. If no perfect copy is made at that lesson, it means that the necessary co-ordinations have not been thoroughly established. An experienced teacher will be able at a glance to see what is the weakness. But it is really desirable that a perfect copy, executed under supervision to maintain correct technique, be written before the student be allowed to approach the next step of a new series of skills. This is what all budget copies should be, a concrete test that certain technique has been thoroughly established.

The other kind of test, the speed test, of great help to both the teacher and the student, is suggested by the work in the speed training classes. After the keyboard is learned it is safe to say that the time has come to develop a certain speed with accuracy before going on to exercises requiring arrangement and form. Using the contest material of the typewriter companies, give daily continuous work in straight copy. Once a week, give the same copy and make that the milestone of progress. Keep careful record of speed, errors, etc. With the interval of a week there will be no gain through repetition, the same copy simply is the

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constant by which you measure. Other matter might be used in the same way once a fortnight or once a month, when the progress would be more apparent.

And where does the relative value of judgment come into all this? Call judgment "good sense" and you will see that we have got to use all the native equipment each student has and add to it by constantly exercising it in new situations. The natural good sense of the student is the best ally the teacher has in correct habit formation. You all know, by this time, that repetition is only efficacious as long as it is controlled; that is, a drill is of training value only so long as the mind is conscious of what is the aim of the drill. If you want to establish the r reach from f, you will get the results quicker if you make it clear to the student that you want him to feel the reach in his f finger join. You are after that feel, not after the striking of r. Consciousness must be focused on the feel. Get the good sense of the student focused on the value of this feel as the basis of all touch typing, and is he going to try to see when he is working for a feel? It is worse than useless to say, "Don't look." Inhibition, like prohibition, immediately creates desire for the forbidden. So take the pupil into your confidence, use his good sense of values, make him conscious of your specific objectives in various exercises, and you will find that you get results easily.

When the fingering is well established, in other words, when the keyboard is learned, comes the logical development of the skill of dexterity called writing from copy, straight away copy. Here is the time to use the student's judgment to the best advantage. Use sraight copy for ten minutes writing. Have each student correct his own copy, then exchange papers and check up. When the errors are analyzed by right and left hands, and even further to the specific finger, each individual has his faults definitely before him and can organize his own drills designed to correct his weaknesses. Thus, if he has three times struck d for e, he makes out a list of words using e without d, such as each, free, acre, near, pike, any words that will give him some intensive drill on his errors. This sort of analysis develops judgment, in fact, cannot be done without using judgment all along.

Thus, we have our path outlined—first develop skill after skill, hand in hand with judgment, and finally, blend all skills into the power that assures fine accomplishment.

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Johnson, Prose and Poetry with Boswell's Character, Macaulay's Life and Raleigh's Essay: This book has an introduction and notes by R. W. Chapman. A good idea of Johnson's verse and prose is given and the work is both stimulating and entertaining aside from its educational value. (Oxford University Press, American Branch, New York. Price $1.20.)

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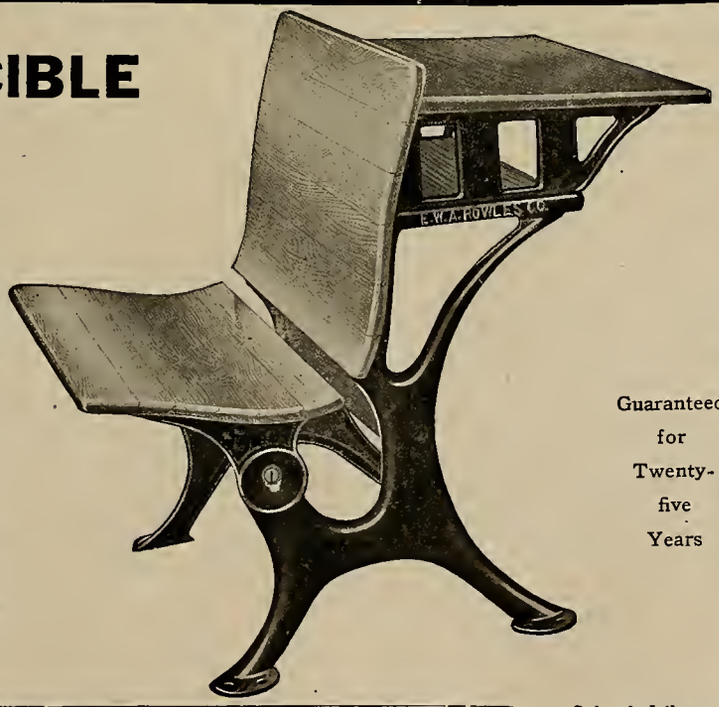


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## WESTERN SCHOOL NEWS

Arthur H. Chamberlain, editor Sierra Educational News, is seriously ill in the Dante Hospital, where he recently submitted to a serious operation. His many friends hope for his speedy recovery.

The Santa Clara Schoolmasters' Club will give a luncheon at Kendall Dale, near Los Altos, Saturday, May 26. Harr Wagner will be the speaker.

W. M. Culp, of the Western Journal of Education, has been touring the Northwest, and attended the Inland Empire Association at Spokane in the interest of the Harr Wagner Publishing Company.

Principal J. S. Denton of Rio Vista has sued the local paper for libel. Prof. Denton is an expert in manual training and is a practical and artistic success with tools. The paper referred to him as a carpenter, not an educator—hence the libel suit. Mr. Denton is loved by ninety-five per cent of the pupils and citizens, and they demanded that the local publication be punished for its intentional slurs.

Mark Keppel reports that the schoolmaster is not hailed as "my beloved teacher" by the members of the present legislature. Since the time of Amendment 16 and the King Bill he is feared but not trusted, and the present legislature is not inclined to favor legislation proposed by the school people. However, the politicians will soon awaken to the fact that the school "bloc" is the most powerful, the most progressive and the most active against vicious and reactionary legislation and legislators.

Julia G. Babcock, of the Kern county free library, will attend the American Library Association which meets in Hot Springs, Arkansas. We hope for some interesting notes from her for the next issue of the Journal.

## WHAT IS A BOY?

"He is the person who is going to carry on what you have started.

He is to sit right where you are sitting and attend to those things you think are so important when you are gone.

You may adopt all the policies you please, but how they will be carried out depends on him.

Even if you make leagues and treaties, he will have to manage them.

He is going to sit at your desk in the Senate and occupy your place on the Supreme Bench.

He will assume control of your cities, states and nations.

He is going to move in and take over your prisons, churches, schools, universities and corporations.

All your work is going to be judged and praised or condemned by him.

Your reputation and your future are in his hands.

All your work is for him, and the fate of the nation and of humanity is in his hands.

So it might be as well to pay him some attention."

## ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, MARCH 19-24, 1923

The State Board of Education met in regular quarterly session in Sacramento, California, March 19, 1923. The date of the meeting was advanced one week in order that the board might attend the budget hearings of the State Department of Education before the Legislature.

The two new members, Mrs. Carrie Parsons Bryant and Mr. Clarence E. Jarvis, were in attendance. As required by law, whenever any new members are appointed, the board reorganized, with the re-election of E. P. Clarke as president. Mrs. Agnes Ray was elected vice-president.

President Clarke announced the death of Dr. George W. Stone at his home in Santa Cruz that morning. Dr. Stone was one of the original members of the State Board of Education appointed in 1913.

The board discussed the budget of its department and voted unanimously to ask the Legislature to approve a request for the Smith-Hughes fund and increase the board's budget to bring the amount up to the Daniels-Jarvis budget.

The commissioners were requested to work out a plan which would enable one of them to spend a part of each week in the Los Angeles office.

Mrs. Bryant was requested and authorized to spend one or two days a week in the Los Angeles office.

The board authorized the holding of the State Board examinations for the general high school credential to be held simultaneously in Los Angeles and Berkeley in June or July, at the discretion of the Commission of Credentials, provided sufficient applicants desire to take such examinations as to warrant the arrangements for the same.

The following resolutions were adopted:

"Resolved, That the State Board of Education hereby establishes on and after September 1, 1923, as the general standard for granting the general elementary credentials for other than holders of the bachelor's degree two and one-half years of work of collegiate grade of present-day standard, including one year of professional work, six units of which must have been secured in a California teacher-training institution and of which two units must have been in the California school system and school law, provided that one year of teaching experience may be accepted in lieu of eight units of professional training and two years of teaching may be accepted in lieu of sixteen units of professional training;

That for the general high school and junior high school credential the maximum allowed for teachers' courses in high school subjects be increased from two units to a maximum of four units in two or more subjects; that the requirement of twenty-one units of professional work in education be further postponed, and that after September 1, 1923, eighteen units of work in education be required."

"Resolved, That the State Board of Education authorizes the commissioner of secondary schools to call as in previous years a state conference of teachers of oral English and dramatic art to meet in Berkeley, May 24, 25 and 26."

In view of the fact that thirty-two California high schools offer courses in dramatic art, therefore,

Be it resolved, by the California State Board of Education, That courses in oral and dramatic expression be encouraged in the high schools of the state, and

Be it further resolved, That the said board recommends that high schools discourage the production of class plays which attempt to approach professional standards.

The course of study of the Imperial union high school was disapproved since information had come to this office that the course in visual education was not being used as education but to increase the daily attendance.

The following resolutions were adopted in memory of Dr. Stone:

"Whereas, the sad news has come to this board of the death of one of its original members, Dr. George W. Stone, and

Whereas, Dr. Stone had for many years rendered to the cause of public education in California unselfish service of the highest value and efficiency and with a real vision of the future possibilities of larger and more far-reaching developments, and

Whereas, the relations of Dr. Stone to the other members of the board and to all connected with the department have been a real inspiration to useful service; therefore be it

Resolved, That we express our sincere regret at the loss of Dr. Stone and our deep appreciation of his contribution to the advancement of education.

Resolved, That these resolutions be placed on the minutes of the board and a copy forwarded to the family of Dr. Stone."

The following prices on state textbooks were adopted, to take effect at once:

| | Sacramento F. O. B. | Postpaid |
|---|---|---|
| Geography, Part One | $.65 | $.75 |
| Geography, Part Two | .67 | .75 |

### Retirement Salary Business

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Jas. Cullen Bryant, San Jose; Mary Josephine Dolan, San Francisco; Ida Belle French, San Francisco; Mrs. Mary E. Hamilton, Oakland; Mary Eva Hawley, San Francisco; Letitia Eleanor Johnson, Oakland; Frank M. Lane, Fresno; Mrs. Katharine C. Rowell, Santa Barbara; Mrs. Nellie W. Levings Smith, Los Angeles; Alice J. Swasey, Oakland.

Under Section 14 of the Law—Mrs. Lydia Colton Clarke, Bakersfield; Keysey Hunter, San Diego; Mrs. Maude J. Leighton, San Jose; Jeannette Mason, Santa Cruz; Sylvester E. Payne, Madera; Albert Nelson Sheldon, Ventura; Estella P. Waggoner, Livermore.

Refunds of erroneous salary deductions, amounting to $66.63, were granted.

The board adjourned to meet in Sacramento in regular quarterly session, June 25, 1923.

Respectfully submitted,

WILL C. WOOD, Sec'y.

## EDITORIAL NOTES

The Western Journal of Education and its editor are vigorously against legislation that will in the least hamper the legitimate expansion of our educational program. We want adequate money for buildings, for teachers' salaries, for libraries and for supervision of all our social welfare activities.

We are opposed to legislation that will take the initiative away from the school trustee in the buying of school supplies and material. The school district is the unit of our democracy and what we may lose in overcharge we make up in teaching the personal responsibility of our citizenship. The purchasing agent may have a place in our complicated social structure, but his salary is usually an added expense to local government.

We are against a law that will take away the business of the teachers' agencies. They have been and are of great service to teachers and trustees. The fact that there are isolated cases of overcharge and graft does prove that this necessary function should be a government utility interest instead of a private enterprise. If we continue to socialize all of our activities, who will pay the taxes to maintain them?

We are against state supervision of private schools. We have enough general laws now governing the thought and action. Let us have some personal freedom in trying to work out educational ideals.

The need of farm schools is imperative. We hope that California Polytechnic School will be given adequate support. The training now given under Nicholas Riccardi, the president, is of the greatest value to the state.

Superintendent W. J. Savage of Jefferson school district, Colma and Daily City, won a signal victory at the recent election on March 30. The people voted to select a beautiful site of twenty acres for the new high school near the boulevard. Mass meetings were held. Superintendent H. B. Wilson, Superintendent A. J. Cloud, Roy Cloud and others helped Superintendent Savage create public sentiment in favor of better schools. Superintendent Savage has been at the head of Jefferson school district for twenty-five years, and his boys and girls continue to vote for him.

A. A. Belford of Rand McNally secured adoption of a text in the state of Nevada Shepard's "Geography for Beginners." The Rand McNally & Company have become one of the most progressive companies in the school book business in California. They always have been the leaders in the publication of maps. Their San Francisco office is 559 Mission street, San Francisco.

W. Cairns Harper, Pacific Coast representative of Winston & Company, has secured the services of R. P. Burkhead, a young educational man of Portland, to represent the company in the Northwest and also to do occasional work in California. Mr. Burkhead leaves the position as head of the academic department of the Oregon Institute of Technology in Portland to work with Mr. Harper. Mr. Burkhead is a fine young man, of excellent educational qualifications and connections, and will be a credit to the Winston company.

## WILL C. WOOD HITS SO-CALLED "ECONOMY PLAN"—STANDS FIRM FOR CULTURE AND AMERICANISM

Classing the activities of mankind throughout the ages in three great conquests—that of the surface of the earth; that of the material and energy of the earth, and the conquest of man by himself—Will C. Wood, state superintendent of public instruction, delivered a rousing address in Woodland recently in his fight against the proposed cut in the educational budget for California.

The increase in juvenile delinquency and crime and the fact of the people pointing to the schools for the remedy was dwelt upon by Wood, who also declared that in the conquest of man by himself proper education is needed.

"The burden laid on the school is tremendous," the state superintendent said. "Twenty years ago the sphere of temptation of the young men and women was three or four miles from home, while now, with the automobile, it is fifty to one hundred miles."

The value of the arts in school was discussed as it was the subject of an editorial in a California newspaper recently. This paper claimed that too much of the time of high school students is consumed in the following branches: music, art, physical education, home economics. In reply Superintendent Wood stated:

1. "Music was shown to be a factor in the results accomplished by our soldiers in France, where they were known as the 'Singing Army.' The soul of the nation is fed and expressed in song, as is also our religious service."

2. "Art claims our highest powers and expression and is fundamental in human life."

3. "Physical education is the most important feature of school life. Without the benefits of good health all other endeavors fail."

Wood suggested, regarding home economics, that the institution known as eating is "regarded as highly satisfactory, if not indeed quite useful, to our lives."

The need of funds, not only for the children of Americans but for those children who are being Americanized, was emphasized. "I am for a wise economy," the superintendent declared, "but if we deny appropriations for Americanization it is no economy. If we do not train foreigners in American ideals, it is no economy. There is one word bigger than this so-called economy and it is Americanism. The people of California called me to a high post and they expect me to do my duty."

## BOOK REVIEWS

**The Pig Book, for Boys and Girls,** by William W. Smith, S.A.: In this book every factor in the raising of pigs either for show or profit is fully covered. The material is sufficient for full and systematic study in the raising of pigs for clubs or as a course of study in raising pigs. The volume is well-illustrated with pictures and charts. (J. B. Lippincott Company, publishers. Price $1.25.)

**Secretarial Studies,** by Rupert P. SoRelle and John Robert Gregg: The duties of a secretary are handled in detail in this volume, which is informational as well as dealing in problems to be worked out by the student. A background of business experience for a secretary is developed by the unit system. A fund of information which will increase efficiency and develop initiative making for the best work, should be the definite result to those interested in this line of work. The book is one of a series of regular stenographic training. The other books in the series include: Laboratory Materials; Secretarial Dictation; Teacher's Manual. (The Gregg Publishing Company. Price $1.40.)


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## ELIMINATING THE FATIGUE ELEMENT FROM READING

Extracts from Ms. of C. Farrell Wagner

Why is arithmetic the only subject much considered when weeding out the fatigue type of material? There is really more need for some such action relative to reading than in any other study in the elementary school curriculum, since practically all the subjects might be said to branch from it, and yet this seems to have received little attention. Almost any teacher, and especially those teaching in the foreign quarters, will agree that the present haphazard method of selecting words and phraseology for the reading material in all subjects taught, without due regard to the mental development for which the work is intended, has certainly been a means of taking the joy out of school work both for the teacher and for the pupil. They agree that what is needed is the application of a system, the basis of which must be a realization that each mental age has its own average minimum vocabulary, and that to force terms too advanced for the child's comprehension into the reading matter before he is made ready for them by a process of gradual and systematic preparation, is as absurd as would be introducing examples in advanced percentage and mensuration into the second grade arithmetic course.

Observe the average infant just learning to talk, and you will note that from the great mass of words constantly being used in his presence but a few are accepted and understood by his brain. As he grows older this process of natural selection slowly and definitely goes on, forcing one to conclude that Nature, herself, strives to classify the words of any language as elementary, intermediate and advanced, and demands that some logical provision be made for the gradual growth there, step by step, as the mental powers develop. In other words, she seems to rule that every mental age has its minimum vocabulary, and therefore wills that this practice of introducing terms not suited to that mental age is to accomplish nothing but harm. In America of all places there should be some system to teaching the language.

The teacher admits she has no definite idea of the average minimum knowledge of words which the mental powers of the children, by Nature's process of selection, have amassed from the combined vocabularies of the different subjects, and further that she has never thought it necessary to know. But is she right? Shouldn't there be some specified minimum exacted as a qualification for promotion there, even as there is in the case of the other elements of the curriculum? The requirements of the course are very specific in geography, in history, in arithmetic, in writing, and so forth for each grade, and as such comprise the average minimum required in each of these respective subjects. There is no attempt made to stipulate a maximum, since this would be both absurd and impossible because the natural inclinations and tastes of children prompt them to fairly eat up what they enjoy, and their tastes vary with the individuals. One child's fondness for history might take him far in advance of his class in this study, while another might be two years beyond his grade in arithmetic. But it is an understood and established ruling that at a certain mental age every child should have received a specified minimum of training in all the subjects—in all save the vocabulary, meaning, his understanding of words when he meets them in application, and his ability to use them in oral or written expression. Such a minimum has yet to be given due thought. But when it is perfected and applied and it is an established fact that the teacher, on receiving a new class knows exactly from what point she is to build to an understanding of the language, doesn't it stand to reason that results are apt to be more sure? Then, with textbooks at her disposal which, not only in subject matter but in the terms and phraseology employed, had been scientifically compiled for the mental age of the children she was instructing, she would have real tools with which to do her work. With system applied and with gradual growth provided for, the average child's vocabulary when he graduates from the grammar school should be constantly larger than it is now.

The greatest evil consequence arising from forcing books worded beyond his comprehension into the child's hands, is the way it simply compels him to waste his time. If the aim of the educators of the nation were to make school a place where time was wasted instead of a laboratory of development, they couldn't have devised a better means than by insisting on the child attempting to gather knowledge from the books at present assigned as texts to the respective grades.

With the adoption of a minimum vocabulary for each mental age as a possible solution for the problem, the question arises as to the manner in which such might be secured. The writer of this article is working this out by a plan.

Words by this plan will be classified as elementary, intermediate and advanced. The vocabulary for the first grade, when completed, will be found to consist entirely of elementary words. That of the second grade will be composed of the first grade vocabulary with an additional list found comprehensible to children of that mental age. The third grade list would consist of the combined vocabularies of the first and second and as many other words as were found to be understood by the average child of that mental age. Thus the work for each grade would be a growth from the one preceding, so that a gradual and systematic evolution of the vocabulary to a given point would take place. Then, confining themselves to the limitations of these various vocabularies, the writers of the textbooks, and particularly the readers, could proceed as follows in writing material for them: First write the story in whatever wording or phraseology came to mind, and then substitute words or phrases from the desired vocabulary for those used which were not permissible.

One of the greatest benefits apt to arise from thus limiting the authors is that it would serve to keep work too advanced in subject matter, for the children, out of the textbooks. If the writer found the treatment of the subject he had in mind could not be limited to this specified vocabulary, he would have to discard it or save it as work for a grade where the vocabulary allowed would suit his purpose. For any subject which could not be couched in language suited to the mental age of a class would be then seen to be plainly too advanced to be introduced there. This would thus prevent good material from being wasted on an unappreciative "audience" and hence would be a benefit to authors. Limiting writers to a definite list of words would naturally bring about so much repetition of the words in all their various applications that the child could hardly help acquiring perfect knowledge of them.

### Supplementary Readers

Another vital consideration to be noted in compiling work for the readers would be to insist that the length of each story should be no greater than could be assigned in its entirety for one lesson. When children are incapable of covering more than a page of reading matter during one study period, the story should be only that long, instead of three pages in length, since by being the latter, the children get it in

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# CAMP CURRY

*IN THE*

## Yosemite Valley

## Make Camp Curry Your Headquarters at the PRINCIPALS' CONVENTION, MAY 14-19, 1923

CAMP CURRY was established in 1899 in YOSEMITE by a high school principal and his wife who were desirous of seeing Yosemite themselves. The support of educators has played a large part in making Camp Curry from its very beginnings a community center for lovers of the out-of-doors.

Vacation days here mean contact with interesting people, courteous people, courteous service by young people from the schools and colleges of California, out door life where nature is at its most glorious.

An atmosphere of friendliness, a spirit of freedom, the hearty co-operation of management and employees—all further the purposes of a convention.

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three daily installments like a serial in the newspapers and are therefore deprived of much of the enjoyment of reading. By being "continued" the story is spoiled even more for a child than it would be for an adult, because the child has not the knowledge of plot development and cannot anticipate the denouement to the same extent, comparatively speaking. But even if he could, it would be a very undesirable state of affairs to have Johnny so loath to give up reading a story that he simply couldn't concentrate on the next lesson and would be tantalized into stealthy peeps at the story when the teacher was trying to get his attention for an explanation of a problem in arithmetic. If the teacher feels forced to read the story through, either to rescue Johnny for the arithmetic lesson or to give the duller children an idea of the story as a whole, the youngsters fail to reap the full benefits of the reading lesson. They must do the work themselves if they would do this, and having the story the proper length would certainly be an assistance.

In San Mateo county the children from a certain locality were found to misspell so few words in the final examinations handed into the county board of education that the methods of teaching spelling there were asked. The principal, Mr. William Savage, explained that instead of giving the children spelling in the form of disassociated lists of words, a page or two of reading matter in any one of the textbooks was assigned and the children were held responsible for the spelling of any word used therein. The psychological effect of this was to cause the children to always visualize the words in application and thus correct spelling was natural when writing, whereas in a school where spelling was taught in list form, the children visualized them in disassociated lists and spelled them correctly while in such form, but became confused when putting them to use. Another psychological effect of this method was to make all reading unconscious study in spelling—the correct spelling of a word automatically registering itself on the brain as the child read along. This method of spelling applied to material highly suitable for dictation works wonders, but at present there is a great dearth of such material in the work assigned by the course to the respective grades. However, readers compiled as herein advocated would supply that need exceptionally well, since only words suitable to the mental development of the child would be employed, and the stories would be a desirable length.


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**THE WENTWORTH-SMITH BUILDING ON SECOND AND STEVENSON STREETS, NEAR MARKET**
**This building will be the home of Ginn & Company, F. W. Wentworth & Company, the Burroughs Adding Machine Company, Spencer Lens Company and the American Crayon Company**

## GINN AND COMPANY BUYS A HOME IN SAN FRANCISCO

The growth and prosperity of California are reflected not only in the public schools but in all legitimate lines of business. This is especially true of Ginn and Company, the publishers who have purchased the five-story brick building formerly occupied by the Coffin-Redington Company at the corner of Second and Stevenson streets, just across the way from the San Francisco location occupied by Ginn and Company during the past ten years.

The building is being thoroughly remodeled from top to bottom—new passenger elevator installed, and all other conveniences which go into the equipment of a modern office building.

In rechristening the building it is interesting to note that it is to bear the name of two of Ginn and Company's best known textbook authors—George Wentworth and David Eugene Smith. The writer was unable to find out whether the namesake of "The Wentworth-Smith Building" is the famous pair of Ginn authors above referred to, or the pair of old college friends and neighbors—Frank Wentworth and Selden Smith—whose concerns, F. W. Wentworth and Company and Ginn and Company, are to occupy the major portion of the building. Be that as it may, there are thousands of boys and girls—yes, men and women—in America who will tell you that "Wentworth-Smith" is a name to conjure with and will agree that it is a name well chosen for a building stored with educational equipment.

It was our pleasure during the past week to inspect the building with Mr. Smith, who has for the past twenty-five years energized Ginn and Company's Pacific Coast business, and to notice how an ordinary, prosaic, unattractive building can be made over into something which will always be a source of joy and satisfaction to its occupants and their visitors. Mr. Smith has selected the fourth and fifth floors for the future home of his concern. Every store and office in the building will be attractive, but we noticed that Mr. Smith has selected for his own personal use the corner office on the top floor which commands a most excellent view of Market street and its parades. We trust that this does not foretell a mind distracted from the promotion of Ginn and Company's business on the Pacific Coast. There are adjoining offices for salesmen, for the secretary, et al. There is also an attractive foyer or reception, opening into a large library. This reception room and library will surpass in artistic appointments anything of its kind in the West. There are large spaces for stock room, for the shipping department, and store-rooms, both on the fourth and fifth floors. There are two freight elevators in addition to the modern passenger elevator, and rest rooms for the women employes, etc., making a complete and up-to-date and plus establishment that will give an artistic and utilitarian school college and bookish environment to the place.

Mr. Smith, who has had under his immediate direction the reconstruction of the building, has achieved a remarkable success in giving to himself and those who were fortunate enough to secure leases from him, a perfect modern office building. Its nearness to Market street gives it almost the full benefit of a Market street frontage without the jam of traffic and crowded streets. The out-of-town visitors will find it very convenient to find in the same building, school furniture, library furniture, office equipment, school and college textbooks, crayons, scientific apparatus, adding machines, etc., and within a few block are centered practically all the utilities for public and private schools and libraries.

The F. W. Wentworth Company, distributors for Library Bureau, will occupy the first two floors and basement of this building. A great amount of care and money is being spent in remodeling, to give them one of the best show rooms on the Pacific Coast for the display of office furniture and business systems, as well as school, bank and library equipment.

Larger space, better light and more advantageous display room are a few of the features which the new location will present.

It is located on Second street in the heart of the office equipment center and on a direct path connecting Mission and Market streets. This move on the part of the Wentworth Company is bound to draw more kindred lines into this neighborhood.

A notable feature of the Wentworth Company's new show rooms will be the display of school and school library furniture. This department has been greatly augmented. Many new styles of pupils' desks, chairs, and teachers' desks, as well as blackboard, folding chairs, auditorium, opera and tablet arm chairs will be shown.

The School Library, which has become a very important unit in every high school, will be emphasized by the showing of a complete model library, including shelving, charging desk, tables, chairs, catalog case, periodical rack, etc.

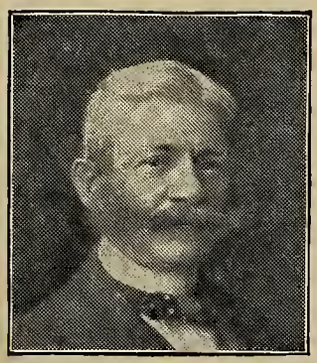
In this way it will be seen that a school principal or school board can see the school furniture and school library equipment in its natural appearing environment.

These two features and their close proximity to Ginn and Company, who will occupy the top two floors with their complete showing of school textbooks, will be very handy for visiting school authorities.

Besides the school and school library displays, there will be a tremendous showing of office furniture, including desks, chairs, and filing cabinets, in wood, and steel in all finishes; also equipment for banks and public libraries.

---

A. W. Meeny, principal of the Merced high school, lays great emphasis upon the gardening surrounding the new high school building. The lawns and seasonal plantings are most effective. A new gymnasium is being erected at a cost of $40,000. Mr. Meany looks for the enlargement of the present plant or for the establishment of a new high school at Livingston.



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TO THE TEACHERS

By Sheila O'Neill

You chose to teach the children—
I wonder if you knew—
Keen eyes would sift and weigh
All that you say and do;

Are you building for their future—
Do you teach the text alone?
Do you lift their ideals higher
By attempts to lift your own?

Do you live with faith and honor—
Have you taught your soul to grow?
Or have you secret thoughts
Which the children should not know?

You chose to teach the children—
I wonder if you knew—
Keen eyes would sift and weigh
All that you say and do?

Hand Craft Projects for School and Home Shops, by Frank I. Solar: This is a continuation of Book I in the Hand Craft Series and contains a collection of projects in woodwork that will delight any one who is working with tools. Clear instructions and fine charts and pictures are used with each project. Some of the projects include: work bench; kicking donkey and other toys; bedside table; smoker's cabinet; match holder; Boy Scouts' first aid kit; broom holder; unbrella stand and the making of about sixty-five other articles for amusement or use. (The Bruce Publishing Company, Milwaukee, Wis. Price $1.25.)

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The Polytechnic School gives the boy a chance to "try himself out." Some of the work at this school which the boys can try are farming with modern machinery; cattle, hog, poultry, sheep and horse raising; dairying with modern equipment; plant and tree growing in nurseries and orchards; and work in carpenter shops, machine shops, electrical shops; forge, auto and print shops.

The school is a part of the state public school system. There is no tuition. The institution has recently published a very artistic and valuable bulletin, "The Boy and His Fortune (A Parents' Guide)." Send for a copy. It is distributed free.

OUR FREE SERVICE in teaching the Mechanics and Pedagogy of Palmer Method Penmanship is still offered to all teachers whose pupils are provided with individual copies of our manual. Other Teachers may enroll for the complete correspondence course upon payment of the small fee of ten dollars.

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| | | | | | |
|---|---|---|---|---|---|
| 1:50 pm | 8:15 am | Lv.Merced (YVRR) | Ar.12:10 pm | 4:35 pm |
| 5:55 pm | 11:55 am | Ar.ElPortal (YVRR) | Lv. 8:30 am | 1:00 pm |
| 6:00 pm | 12:00 m | Lv.ElPortal (Auto) | Ar. 8:15 am | 12:00 m |
| 7:15 pm | 1:15 pm | Ar.C'pCurry (Auto) | Lv. 7:00 am | 10:45 am |

Fares Via Y. V. R. R. and Y. T. S.

| | 15-day | 90-day |
|---|---|---|
| Merced-Yosemite, round trip | | $13.50 |
| San Francisco-Yosemite, round trip | $19.50 | 20.75 |
| Los Angeles-Yosemite, round trip | 27.00 | 29.75 |

The Horseshoe Route Via Mariposa Big Trees
"In one way—Out another"

Pierce-Arrow Touring Cars, May 1st to October 15th, leave Merced 8:30 a. m. daily, arriving Camp Curry 7:30 p. m. same day. Returning, leave Camp Curry 7:30 a. m., arriving Merced 5:00 p. m. All cars give complete tour of the Mariposa Big Tree Grove.

Via Horseshoe Route and El Portal
"In one way—Out another"

| | 15-day | 90-day |
|---|---|---|
| Merced to Yosemite and return | | $24.75 |
| San Francisco to Yosemite and return | $30.75 | 32.00 |
| Los Angeles to Yosemite and return | 38.25 | 41.00 |

Yosemite Transportation System

The following fares include railroad transportation to El Portal and return, and motor car transportation via Yosemite Transportation System from El Portal to Yosemite Valley, Artist and Inspiration Points, Wawona and Mariposa Grove of Big Trees.

| | Limit 15-day | Limit Season |
|---|---|---|
| From Merced, round trip, effective May 1 to Dec. 1 | | $25.00 |
| From San Francisco, round trip | 31.00 | 32.00 |
| From Los Angeles, round trip | 38.50 | 41.25 |

Both the Horseshoe Route and the Y. T. S. maintain agents at Camp Curry.

Those who desire to motor into the Valley will find the Wawona Road open, either via Miami Lodge or over the Chowchilla grade.

Although the formal opening of the Wawona Road had to be deferred from time to time on account of weather conditions, it is expected that it will be in fair condition by the first of May.

## THE CITY OF ALAMEDA UNDER LEADERSHIP OF SUPERINTENDENT DU FOUR

The city of Alameda has resolved itself into a veritable bee hive and is a-hum with excitement over the big bond issue up for May 1st for its new high school. The old building, while it is apparently in A1 condition, is absolutely inadequate to the number of students in attendance. When it was built in 1903 there were 323 students, and at the present time there are 1547 day pupils and 514 in the evening school.

The student body is working hard, the chamber of commerce, the clubs and all constructive forces of the city are co-operating and pushing the work. The success of the issue, which is for $750,000 at 4¾ per cent, seems assured, but there will be no let down in the work of pushing it until after May 1st. At its completion, according to the plans, the new Alameda high school will be among the most beautiful in the state. One of the interesting features about the contemplated building is that by changing the exterior of the old building it can be incorporated into the new in a more attractive manner. This fact ought to positively thrill Governor Friend Richardson.

---

The city of Oakland and the city of San Francisco are planning to entertain the N. E. A. in July. A meeting in San Francisco recently of more than 2000 teachers was addressed by Fred Dohrman, Jr., A. Esberg and Acting Superintendent A. J. Cloud. Miss Frances J. Mooney, the state director, and Edna Darce are prominent in the direction of affairs. Mrs. M. M. FitzGerald is on one of the principal committees, and also James E. Barr.

Dr. R. G. Boone of Berkeley has passed on. As superintendent of a big school system, like Cincinnati, Ohio, as teacher in the educational department of the University of California, as an institute lecturer, as editorial writer on the Sierra Educational News, he was loved and respected by all. He lived to be nearly eighty years of age, and was always active. In the March issue of the Sierra News he had an excellent editorial on "The Functions of a Teachers' Organization."

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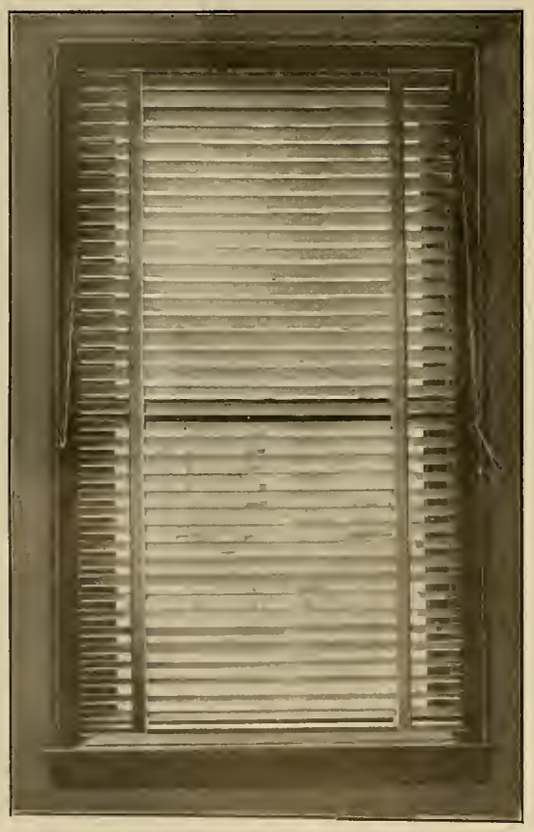

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## A TRIBUTE TO THE MEMORY OF PROFESSOR MACKAY

The following tribute to the memory of the late Professor Wm. Mackay is from the pen of Prof. F. O. Mower, formerly of Napa:

The death of Professor William Macleod Mackay at his Berkeley home on March 8, deserves more than passing mention. Although on account of failing health he was forced to give up the work of active teaching more than two years ago, yet his death has brought a distinct shock to his many former pupils and friends.

William Macleod Mackay was born at New London, Prince Edward Island, December 14, 1863, the third child of John Mackay and Minnie Macleod Mackay, who came from Sutherlandshire, Scotland, to New London in 1840. The records of the Mackays are traced back over a period of more than five hundred years, the name flourishing in Sutherlandshire, where the clan was very large and influential, a member of the clan once serving as a general in the army of William, Prince of Orange.

Professor Mackay was educated in the public schools of Prince Edward Island, and was graduated from the Prince of Wales College in 1884 with the degree of Bachelor of Arts. Following his graduation he was principal of the high school at New London, his home town. Upon coming to California he did graduate work at the University of California, and one year's work in the Hastings Law School. In 1888 he joined the writer in the management of Oak Mound Academy for Boys, at Napa, living in the family of the writer for seven years. Thus an intimacy sprang up between Professor Mackay and the writer such as is not known outside of one's own immediate kindred.

His entrance into the academy was an inspiration to the boys enrolled, and their regard and admiration for him increased with the years. The quick and ready student found in him a wise counselor and guide, while the dull and slow found in him a friend, whose words were full of encouragement and hope. I have heard many an old Oak Mound boy say: "Whatever modest degree of success I may have obtained, I believe is due to the impressions I received at Oak Mound under Professor Mackay's instruction."

With the increase in the number of high schools it seemed advisable to give up the academy and go into high school work, where Professor Mackay's experience was unique in that he organized and built up to the highest standards the three schools of which he was at different times the principal—at Eureka, Auburn and Chico. I need not mention the fact that the high character of his work in these schools attracted the attention of the university from President Wheeler down. And under the former system of accrediting by departments, the examiners were advised to visit Professor Mackay's classes to get a standard by which to judge other schools. After thirteen years at Chico Professor Mackay assumed the principalship of the Fairfield high school, where he maintained the same high standards until forced to give up active teaching on account of failing health.

Professor Mackay inspired confidence and achieved success because he was so thoroughly equipped for his work. He was a classicist as well as a mathematician. He knew his subjects. He learned his history first hand from the study of Latin and Greek authors. He had a foundation upon which to build. He was not like a pyramid standing upon its apex. Nor was he like too many modern educators, who "seem to be on the way," but do not know whither they are going. He was a born teacher. To a true scientific method, accurate scholarship, untiring industry, and never-failing kindness, he added a certain something, which created an interest on the part of his pupils in the subjects which he taught. I might call it the magic of his personality. It was something that cannot be gotten out of books. They do not teach it in teachers' colleges. It cannot be bought with gold. The price of it is above rubies.

The work of a true teacher is not like the foam upon the crest of a wave; it is more like the iceberg, nine-tenths of it submerged. People do not see it. It cannot be put upon exhibition. The reward is in the doing.

In addition to being a brilliant scholar and able teacher, Professor Mackay was a man of the highest ethical standards. The present unseemly scramble for positions was something entirely foreign to his nature. I personally know of instances in which he was offered a more desirable position—a vacancy to be created by ousting the incumbent. To all such offers he returned an emphatic "no."

During his protracted illness of nearly three years his home was the Mecca for the young men and young women who had won honors at college or in the various walks in life and were eager to lay their trophies at his feet and say, "I owe all this to you."

Many a man and woman, even some with silver in their locks, will pause a moment in their offices or at their desks and drop a silent tear in memory of their days under Professor Mackay's instruction.


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## MARK KEPPEL IN A KEEN ANALYTICAL ATTACK ON THE RICHARDSON-PIERCE BUDGET

In his letter transmitting his budget report to the Legislature of California on February 1, 1923, the Governor orders Education before the bar of public opinion. He declares that—

"Politicians in the guise of educators have squandered the people's money with a lavish hand and have denounced advocates of thrift as enemies of education.

"A great political organization has been built up which has cost the people an immense sum, but has added little to the value of education given school children.

"The laws have been cunningly amended so that supervisors, school boards and boards of education have little control over the expenditures of school money, and hence cannot check extravagance."

I challenge the Governor to name the "Politicians in the guise of educators," who, as he says, "have squandered the people's money with a lavish hand and have denounced advocates of thrift as enemies of education." We will not be satisfied unless the Governor names each and every one of the persons whom he has in mind, or unless he withdraws his charge and admits that he was indulging in glittering generalities.

The Governor's three-fold charges that "A great political organization has been built up which has cost the people an immense sum, but has added little to the value of education given school children," are wonderfully definitely indefinite.

Who is charged with building up this great political organization? Who is expected to answer the charges? Is the Governor attacking the service rendered by the public schools of California, or has he conjured from his imagination a frightful bogey that he may flagellate it and not be compelled to answer? It is an easy thing to cry "extravagance"; to charge "political organizations and politicians." Whoever makes charges ought to do more than merely cry out.

We deny specifically that there is any appreciable extravagance in educational expenditures. There may be, there doubtless are, a few isolated cases where extravagance has prevailed, but such cases are the exception and not the rule.

There is not any state-wide, or country-wide, nor, so far as I know, city-wide political organization of school teachers or of school officials in California. This organization, the California Council of Education, representing the California Teachers' Association, composed of almost 17,000 teachers of the State of California, is absolutely non-political. It is a professional organization, organized for professional purposes, and sincerely and earnestly endeavoring to promote the educational welfare of the great State of California.

When the Governor of the State of California says that "the laws have been cunningly amended so that supervisors, school boards and boards of education have little control over the expenditures of school money and hence cannot check extravagance," the Governor goes too far. The laws of California place the control of all of the school expenditures of each school district absolutely in the power of the governing board of the school district. The laws have not been "cunningly amended" nor otherwise amended to take the control of school expenditures away from the governing boards of the school districts. The Governor's statement is wholly unwarranted. School boards, and school boards only, are responsible for school expenditures. School boards as a rule are not extravagant. They try honestly, diligently, faithfully to expend the school district's money without extravagance, and to secure the fullest possible return to the taxpayer in value and in service for every cent expended. School boards are close to the schools. They know the needs of the schools, and they satisfy those needs without wastefulness and without extravagance.

The quotations from the Governor's letter of transmittal indicate that he is trying to make a case against the public schools.

Consideration of his budget and his discussion of his budget with respect to education shows clearly that he is trying to make a case against education.

**The total estimated expenditures of California for the biennium from July 1, 1923, to June 30, 1925, is $116,000,315.56, as shown by the Governor's budget, but this total of $116,000,315.56 is not printed in the budget and is not mentioned in the budget, and is not referred to by the Governor.**

**This total of $116,000,315.56 is obtained from page 1 of the budget report by totalling the following items:**

| | |
|---|---|
| Fixed and recurrent appropriations | $ 59,624,226.75 |
| Appropriations | 56,376,088.81 |
| Total | $116,000,315.56 |

**The Governor ignores this total. He seems not to desire to obtrude its MASSIVE MAGNITUDE upon the attention of the Legislature and the public.**

**On page X of his letter of transmittal the Governor tells the Legislature that the "Total available revenue" is "$80,037,000." Naturally the question arises how can California expend $116,000,315.56 in the 1923-25 biennial period, if its "total available revenue" is only $80,037,000?**

**The answer is simple. The "Total available revenue" from certain sources is $80,037,000, and the state has "estimated revenue" of $37,025,687.01 from certain other sources. The state's revenue for 1923-1925 is made up as follows:**

| | |
|---|---|
| "Total available revenue" | $ 80,037,000.00 |
| "Estimated revenue" | 37,025,687.01 |
| Total | $117,062,687.01 |

The Governor economizes on paper, ink, and time by not referring to it, nor having this total of $117,062,687.01 printed in the budget. It is obtained by taking two items, one listed on page X of the Governor's letter of transmittal and the other listed on page 1 of the Governor's budget report, and obtaining their total.

On page III of the Governor's letter of transmittal he says "The budget presented herewith totals $78,974,628.55."

The Governor ignores the real total of $116,000,315.56, and talks about a total of $78,974,628.55. He substitutes a part of the budget for the whole of the budget and then makes some comparisons and draws some conclusions which are erroneous because based on partial figures instead of total figures.

On page I of his budget report the Governor reports estimated expenditures for educational purposes for 1923-1925 as follows:

| | |
|---|---|
| Fixed and current appropriations | $45,322,556.75 |
| Appropriations | 6,089,878.35 |
| Total not given in budget, but it is | $51,412,435.10 |
| Estimated revenue | 1,624,020.00 |
| Net budget recommendations | $49,778,415.10 |

On page VI of his letter of transmittal, the Governor says "While the net budget total is $78,974,628.55 .. . the great sum of $49,788,415.10 is provided for education. In short, more than 60 per cent of the budget is for education."

The Governor makes the foregoing comparison and arrives at the stated conclusion only by reducing the state's estimated expenditures for the next biennium from $116,000,315.56 to $78,947,628.55 and by reducing the state's estimated expenditures for educational purposes for 1923-1925 from $51,412,435.10 to $49,788,415.10, and then by comparing the two reduced items and thus getting his conclusion that "over 60 per cent of the budget is for education."

$51,412,435.10 is not quite 44.44 per cent of $116,000,315.56. In truth, not "over 60 per cent", but less than 44.4 per cent of the estimated expenditures of California for the ensuing biennial period will be for educational purposes.

All up and down the state, we hear the cry that over 60 per cent of the budget is for education. The truth is that less than 45 per cent of the budget is for education.

The Governor used a clumsy method to exaggerate the estimated cost of education for 1923-1925.

Now, we summon the Governor before

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the bar of public opinion, where he accused Education on February 1, 1923. We ask him to tell the public why he alleged that "over 60 per cent of the budget is for education", when as a matter of fact less than 45 per cent of the budget is for education?

Until he squares himself for his offense against financial accuracy and budgetarial truth we cannot accept his statements without verification. But hold, someone says, did not the Governor say "net budget"? Yes, he did, once and once only. That use of the word "net" convicts the Governor of deliberately using a part of the budget instead of all of it that he might make his attack on Education more impressive.

When Candidate Richardson pledged himself to reduce state expenditures $12,000,000 to $15,000,000 for the ensuing biennium without harming any educational or humanitarian function of the government, he laid out a man-sized program for Governor Richardson.

Does he think that his blistering accusations against Education quoted at the beginning of this address, his reductions in the support of the Teacher Training Institutions, the State Board of Education and the office of the State Superintendent of Public Instruction are in harmony with his campaign pledges? Perhaps he does, but we do not. We believe he has broken his pledge not to harm any educational or humanitarian function of the government. We do not know whether he has kept his pledge to reduce expenditures. The budget report which he submitted to the Legislature is not in such shape that we can determine the total estimated expenditures for the biennium ending June 30, 1923, and thereby be able to compare that unknown total with the known total of $116,000,315.56 for the biennium ending June 30, 1925.

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John G. Iliff, head of the history department department of the Stockton high school, is one of the few men in California giving a general history course for high school students.

Verne Brown, principal of the Ripon high school; H. O. Williams, principal of the Tracy high school, and George I. Linn of the Manteca high school are planning this spring for a joint high school Lyceum course. If successful this year there is a likelihood of Patterson high school and Oakdale high school joining in with them next year, making a circuit of five schools.

---

Miss Mamie B. Lang, superintendent of Tehama county, has fine new quarters in the new court house building at Red Bluff. Miss Lang intends to have a new course of study worked out this spring for her schools next year.

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## BUSINESS METHOD VS. PROJECT METHOD

By Marguerite Rolfe

Dear Miss York:

I expect you hear a great deal about the "Project Method," but this little story I am going to tell you about is the "Business Method."

I took a class of about fifty boys from Central School, East San Diego, down to the Weldon and Glasson Lumber Mill as an object lesson in manual training department.

We are a business class every day, so we went with that attitude of mind. There was no more thought of discipline than had you and I gone together. They were courteous, attentive, interested, enthusiastic, funny or clever in speech, receptive of everything.

These boys were asked for a fifty word expression of what interested them most, and I am sending you eight of these which they typed themselves for me.

One thing they were most interested in was the inlay work on panels of mahogany doors and our guide invited them to pick up the small pieces about on the floor, which they did and we immediately laid plans for building a handkerchief box with inlay of ebony for decorations.

They learned that ebony is sold by the pound and were very curious to know more about it, which makes a splendid reason for a finding out lesson.

Now I should sign my name and add a P. S. to tell you of the "Boys who did not go."

About two weeks after I sent two boys who did not take the trip with one who did—as a guide—with some wood to be sawed; they left at 10:30 a. m. for the mill, ate their lunch on the bay front, reaching school again soon after 1:30 p. m., a very happy group, with the "joy" of "responsibility" shining forth from their eyes.

---

### MANUAL TRAINING

Mrs. Rolfe. Floyd Passmore.

**The Band Saw**

Friday, February 2, 1923, the 8-A and 8-B classes went to the Glasson and Weldon lumber mill, chaperoned by Mrs. Rolye, our manual training teacher, and Mrs. Ross, our principal.

There are a great many things to see in a lumber mill, such as the lathe, band saw, sander and planer. I think the most useful machine is the band saw because it will cut out circles and rough logs.

We had a fine time watching the machinery and men. We each got a piece of ebony and saw a music cabinet inlaid with it. The afternoon was a wonderful success.

---

Alvin Bacas, February 13, 1923.
East San Diego. Mrs. Rolfe.

**The Band Saw**

When I went to the lumber mill, I was interested mostly by the band saws, especially the one in which the round piece of wood was cut.

The first thing the workman did was to mark a circle on the block of wood, and then put it on the saw table and turn it around while the saw cut it.

For my part I would like to get a job there and work the band saws and cut out the wood and boards in them, as it seems good to me.

End.

---

East San Diego, Cal. February 21, 1923.
Roy Dombo. Mrs. Rolfe, 8-A.

**Lathe**

I like the lathe best. When someone wanted a fancy candlestick or something like that, a man took a piece of wood and sawed it round with a band saw (a band saw is composed of two big wheels about a yard apart; one is above the other with a saw made into a band; the saw is on the wheels), then he took it to the lathe, which has an electric motor on a bench and another machine on tracks. The motor has a little wheel about two inches in diameter with teeth on it; this is stuck into one end of the block and the other machine is slid up to the other end of the block and holds it. The man holds a chisel on the block and chips fly all over, then when he has shaped it out it goes to the finishing shop and gets filed and sanded smooth, then it is ready to be painted and used.

---

Mrs. Rolfe, Hans Merklein,
East San Diego. February 14, 1923.

**The Door Sanding**

One of the things I liked the best when we went to the Glasson and Weldon mill was the sanding of doors; a man started a motor when the door was ready to sand, and a line of round iron rollers about 3 inches thick started revolving, then the men laid the door flatwise on the rollers, and they took the door along. Above the rollers was something that sanded the doors, when the door came through on to the other side the man then reversed the motor and the door came back again; after this was done it was then taken to the finishing room where it was made ready to use. We also saw many other interesting things and I am sure all the boys enjoyed it and I thank Mrs. Rolfe very much.

End.

---

City Superintendent A. E. Monteith of Redwood City has been signally honored by election to the board of trustees of the city. He is now one of the city fathers. More and more school masters are taking active part in civic affairs and broadening out into effective experts on administration of affairs.


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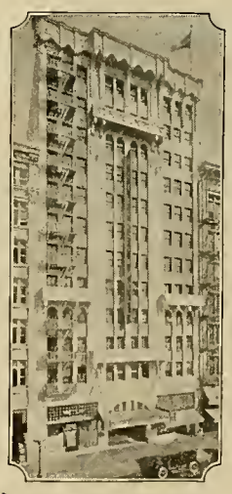

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Further, these stories and poems are grouped under appropriate moral headings, such as *Adventure, Ambition, Bad Company, Beauty of Character, Beauty of Service, Carelessness and Thoughtlessness, Chivalry and Courtesy*, etc. The California School Law (Section 1667) provides that instruction must be given in morals and manners in all grades throughout the entire school course. The "*Story-Telling Hour*" suggests excellent materials for this purpose. It enables the teacher to emphasize, for instance, kindness to birds through Lydia Maria Child's "Who Stole the Bird's Nest?" This is far more effective than scolding or moralizing.

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*Mrs. M. C. Cummins*

*Mary Fitz-Cole*

*Emma Baum, left*

*Mary A. Rogers, right*

# A Message
## *from a few of the many teachers who have made good with Compton's*

I have just passed the five-year post with F. E. Compton Company, and wish that everyone could feel that the last five years had been spent as profitably and enjoyably as have mine.

I have been able to save more money each year than I ever made before, and have been very happy while doing it. C. P. E. is the finest and most saleable educational help ever given a sales organization, and I am glad to do my part as a very small cog in a very big wheel.

Frances Short

* * *

After seven years spent in school and department store work I found myself a complete nervous wreck, with orders from my physician to take three months absolute rest and quiet, with plenty of outdoor life. I could not do this because of financial responsibilities which I had to meet monthly.

After three months in the field with Compton's I had not only gained eleven pounds in weight, but found myself better off financially by far than I could possibly have been in double that time spent in the schoolroom.

Louise Crowder

* * *

The first thing that really attracted me to educational salesmanship was the opportunity for making money. My ambition from the start was to make $300.00 per month. The first few months fell below that, but I averaged more than $300.00 per month for my first twelve months.

I am still at it and am improving my average right along.

Mary Fitz-Cole

* * *

I have spent fourteen years with the House of Compton, and for the last five years have averaged very close to $5,000.00 per year.

I like salesmanship because when necessity or conditions demand you can always increase your income. During the year 1920 I earned $5,000.00, working four hours per day. During the hard times of 1921 I earned the same amount by working from seven to eight hours per day.

I still look back to that day fourteen years ago when I joined the House of Compton as the big event of my life.

Leatha Jackson

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WILLIAM B. OWEN, President of the N. E. A., says:

*"I wish every home in America where children are growing up might have a set to help them in their education."*

DR. GEORGE D. STRAYER of Teachers College in an unusual letter says:

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Compton's Pictured Encyclopedia offers an entirely new field of work to teachers who are interested in increasing their educational usefulness while increasing their earning power. It is attracting school men and women who never before thought of selling anything.

Mrs. Mary C. C. Bradford, War President of the N. E. A. and four times State Superintendent of Colorado, was a member of our sales force from the time Compton's Pictured Encyclopedia was launched until she was re-elected State Superintendent. Mr. Carroll G. Pearse has just resigned his position as President of the Milwaukee State Normal School to join our sales force.

On this page are a few of the many teachers who have made good with Compton's. These teachers were not born saleswomen; they were just ambitious women who were not satisfied to spend a vacation in idleness.

Small salary to start, but if you are a teacher of average ability you will earn $500 to $1000 this summer.

If this interests you and you are a progressive teacher, principal, or superintendent between the ages of 25 and 40, with normal school or college training, we'll be glad to consider you for work if you can give us your entire vacation, and to give you full particulars of how we will help you to make good.

Please give full details concerning age, education, and experience in your first letter. Address, Department W. J.

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My only regret after three years with the House of Compton is that my entire life has not been spent with them. If you are tired of the same routine work, the same small sphere to move in and are truly longing for an opportunity as I was three years ago, investigate the Compton work.

They offer—first, a position which requires culture and refinement—and such would be your associates—second, a work of which the mere mention gains immediate interest from the very best people, and—third, an income you can never hope to earn in any other field of work. I know from experience that's what Compton's offers.

Mary Rogers

* * *

Five years ago this month I decided that I was going to quit *hoping* for a bigger chance, and start in doing something. In my investigations I became acquainted with Compton's, and immediately decided that I had found what I wanted—an opportunity to earn good money and to grow. I have averaged during my five years more than $3000.00 per year, have been able to save a substantial part of my earnings, and with the help of the Company to invest it so that it is paying me a splendid return.

I particularly like the ever-present opportunity of doing bigger things. Wouldn't you?

Emma Baum

* * *

I joined the House of Compton after spending years as a teacher and mother, to make money to educate my boy. I succeeded in doing this, and now that he has been graduated and there is no further need of that, I feel that the work is so health-giving and such a real pleasure to me, and such a wonderful means of helping other mothers in their efforts to realize the dreams for their children, that I don't want to give it up. I have enjoyed my relations with my co-workers, and know of no position open to women which has the opportunity for earning and for service equal to the one offered by the House of Compton.

Mrs. M. C. Cummins

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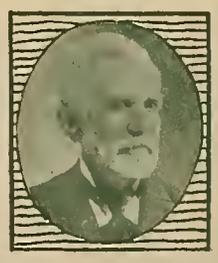

MAY, 1923

J. M. Gwinn of New Orleans, Superintendent-Elect of the City and County of San Francisco, California

(See Pages 17 and 18)

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*Oldest and Best-Established School Board Periodical on the Pacific Coast . . . . Representative of California Federation of School Women's Clubs, Teachers' Association of San Francisco and devoted to the interests of 20,000 Teachers of California*

VOL. XXIX, No. 5 SAN FRANCISCO, MAY, 1923 Price 15 Cents

## The Western Journal of Education

HARR WAGNER, Managing Editor.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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## SCHOOL TESTS PROVE MODERN EDUCATION EFFICIENT

Tests and records of the Berkeley schools together with an examination given the children which was given to pupils in Massachusetts in 1845, have completely vindicated modern educational methods, the results prove, according to Will C. Wood, state superintendent of public instruction, and Harry Bruce Wilson, superintendent of the Berkeley schools, where the examinations were conducted.

The methods followed in proving the efficiency of the schools have been compiled by Mr. Wilson. The following report was recently sent to teachers, principals, directors and supervisors:

"One week ago, you will recall, we were discussing in a meeting of the Berkeley Teachers' Association some issues which are now before the public touching education. One of these issues was the assertion of some people that the schools are not securing satisfactory results. Many teachers have talked with me since that time, and have said what a satisfaction it was to find how much better the work of today is than it used to be, as shown by the results of certain tests which I quoted from. Since that meeting, also, four pieces of evidence have been brought to my attention showing the data within our own schools to prove how well the children are doing under your teaching. Believing that you will be encouraged by these results, I am sending them herewith.

"The first evidence is from the test results secured during the past two years from the use of the Woody-McCall 'Mixed Fundamentals' test. The following tabulation shows these results:

| At the end of grade | III | IV | V | VI | VII | VIII |
|---|---|---|---|---|---|---|
| Dec., 1921 | 10.4 | 15.9 | 20.6 | 25.3 | 28.6 | 29.2 |
| Nov., 1922 | 11.0 | 17.7 | 22.3 | 26.5 | 28.2 | 30.3 |
| Standard | 12.8 | 17.7 | 21.9 | 25.0 | 27.4 | 29.3 |

"You will observe that in the November, 1922, test the children of all grades except the third reached the standard set for the United States or stood higher than that standard.

"The second evidence is from the results secured during the past two years from giving the test in Reading Achievement. The following table shows these results:

| At the end of grade | III | IV | V | VI | VII | VIII |
|---|---|---|---|---|---|---|
| Dec., 1921 | 38.8 | 43.5 | 47.3 | 51.3 | 55.9 | 59.6 |
| Nov., 1922 | 40.2 | 44.5 | 49.9 | 53.5 | 57.0 | 62.3 |
| Standard | 37.3 | 41.8 | 48.0 | 53.7 | 58.3 | 60.9 |

"You will observe that in the November, 1922, test every grade stood particularly well in reference to the standard for the United States except the seventh. Both of these test results show good progress within the year under the faithfulness of your teaching.

"The third evidence is from the record of the graduates from our high school in relation to the university. This record shows that from the spring term of 1920 to the spring term of 1922, 642 Berkeley high school students were recommended to the university. Approximately 520 of these entered the university. A few of this group are to enter next fall. That is, about 81 per cent of the above number actually entered the university.

"One test of their equipment is how well they pass the examination in Subject A, which all students take. In the fall of 1920 111 out of 142 students who entered the university, or 78 per cent, passed this test. In the fall of 1922, 100 out of 181 passed this test. This test is for the particular purpose of enforcing a certain university standard. It is so made that it is not expected that all students shall pass it.

"Of the 77 students who made Phi Beta Kappa the second semester of this year at the university, eight were Berkeley high school graduates. When it is considered that graduates of this class contained students from all the high schools of California and from many other states, eight was certainly a high number from our own high school.

"The fourth evidence is from a study made by Mr. Hamilton and Mr. Kyte in a course with Dr. C. D. Mead of the University of California. This test used the same questions which had been given to eighth grade children in the Boston and Springfield, Mass., schools in 1845. It measured ability in punctuation, spelling, history, geography, grammar, and arithmetic. Although the children in the Berkeley eighth grades represented all types of ability, whereas the Springfield and Boston eighth grades probably would not have children with the lower levels of ability, since the laws did not then compel all children to go to school, yet the evidence in the table below shows that the children taught by modern methods and by means of a much richer course of study were found very superior in ability as compared with the children of two leading educational cities who were taught by former methods through classical, formal course of study. The showing is stronger when you consider that our children took the test made for the Boston and Springfield children, and especially designed to test the types of work schools then did.

IMPROVEMENT IN LEARNING OF THE BERKELEY CHILDREN IN 1919 AS COMPARED WITH THE BOSTON CHILDREN OF 1845

| Items | Boston Score Value | Berkeley Score Value | Difference of Scores | Percentage of Differences |
|---|---|---|---|---|
| Punctuation | .78 | 1.33 | .55 | 71. |
| Spelling | .08 | .78 | .7 | 850. |
| History (5 questions) | .58 | .71 | .06 | 13. |
| Geography (5 questions) | .58 | .71 | .13 | 22. |
| Grammar (parsing sentences) | .32 | .27 | —.05 | —16. |
| Ability to use English Language | .32 | .9 | .58 | 154. |
| Physical and Arithmetical Problems | | | | |
| 1. Problems in inertia | .26 | .18 | —.08 | 31. |
| 2. Problem of levers | .29 | .47 | .18 | 62. |
| 3. Problem in momentum | .27 | .45 | .18 | 67. |
| 4. Problem in pressure | .34 | .5 | .16 | 47. |
| 5. Problem in gravity | .17 | .74 | .57 | 335. |
| AVERAGE of Problems | .27 | .47 | .20 | 74. |

"From the above table you will note that our children stood 18 per cent better in history, 22 per cent better in geography, and 31 to 335 per cent better in ability to solve arithmetical and mechanical problems, or 74 per cent higher on the average in their ability to solve all types of problems. The data on English is even more striking. Only in ability to parse sentences, a thing which has no life use value, did our children stand lower, and in this ability only 16 per cent lower. On the other hand, in their ability to use English in every day life situations our children were remarkably superior. They were 71 per cent better in their use of punctuation, 154 per cent better in their ability to use the English language, and 850 per cent better in their ability to spell correctly the words they actually use.

"Every place where the Springfield test has ever been repeated it has shown that modern methods and modern courses of study produce better ability in the things tested than did the schools of an earlier date which some would like to believe were superior to the schools of today. It will be encouraging to you, I am sure, to note these figures showing how very superior the children of Berkeley were in the abilities measured by this Boston and Springfield test."

## HAWAII'S CONTRIBUTION TO THE WORLD CONFERENCE ON EDUCATION, PAN-PACIFIC SUB-CONFERENCE

By Vaughan MacCaughey,
Honolulu, Hawaii
(Member Board of Directors and Executive Committee Pan-Pacific Union)

### The World Conference

With rejoicing the school people of many lands look forward to the noble World Conference on Education, June 28-July 6, at Oakland-San Francisco. With rejoicing, in that education like science is becoming a world unity, transcending narrow sectarian, nationalistic and racial bounds. With rejoicing, because of today's need for dispassionate leadership in the great affairs of life.

William B. Owen, president of the National Education Association, and August O. Thomas, chairman of the Committee on Foreign Relations, have couched the objective of the conference in lucid definition "to produce a better understanding among the nations; to develop good will; to conserve the integrity of all nations; to extend educational privileges more universally, and to develop those ideals conducive to lasting peace."

### The Pan-Pacific Union

This notable organization, modeled along lines somewhat similar to those of the Pan-American Union, represents the governments of Pacific lands. With these are affiliated chambers of commerce and kindred bodies, working for the advancement of Pacific countries, and for more effective co-operation among all Pacific people. The union is incorporated, with an international board of trustees; its central office is Honolulu.

Alexander Hume Ford, whose dynamic and farseeing genius fathered the union, is the director; Dr. Frank F. Bunker, widely known in educational work, is executive secretary.

A basic principle of the Pan-Pacific Union is co-operation. When word came to Honolulu that a world conference was to be called by the N. E. A., the union placed its organization and facilities at the service of the Foreign Relations Committee, with the thought that school leaders around the Pacific might become actively interested in the world gathering.

Upon the acceptance of this offer by Dr. Thomas, the union proceeded to systematically distribute, to the principal educational officials, institutions, organizations and news publicity agencies around the Pacific, information concerning the World Conference and the Pan-Pacific Sub-Conference.

Mr. Alexander Hume Ford is now making an extended tour through the Orient, Malaya and Australasia, in the interest of the Pan-Pacific Union. In the course of his journey he will have many opportunities of meeting prominent educational leaders, and of informing them personally concerning the World Conference.

### The Sub-Conference

The National Education Association has invited the Pan-Pacific Union to hold a Sub-Conference on Pacific Education. The agunda as announced by Dr. Bunker, and approved, is as follows:

General Theme: How can the educational agencies of Pacific countries best promote international understanding and friendliness?

1. General Introductory papers.
2. Chief divisions of school systems:
   Institutions of higher learning (colleges and universities).
   Schools of secondary division (high schools).
   Schools of the elementary division (common schools).
3. Special institutions and organizations:
   Teachers training institutions.
   Theological schools and departments.
   Associations of teachers.
   Text book publishing firms.
   Public libraries.
4. Special subjects of study:
   The teaching of history; civics; economics; geography; literature; the arts; morals.

Addresses are limited to fifteen minutes, A written copy shall be filed with the secretary as soon as presented.

It is planned that the official delegates of each of the Pacific countries shall have places on the Pan-Pacific Sub-conference. In addition, a number of educators of national and international repute have been invited.

### Hawaii's Contribution

In addition to the activities of the Pan-Pacific Union, with reference to the World Conference, now radiating to all Pacific lands, the school people of Hawaii are taking a lively interest in the event. This is as might be expected, for the school population of Hawaii comprises children of many racial ancestries, Japanese, Chinese, Korean, Filipino, Hawaiian, part-Hawaiian, South Sea Island, Russian, Portuguese, Spanish, Porto Rican, and many other racial groups are represented. Hawaii is a unique microcosm, where, to an unparalleled degree, children of many tongues, family customs, creeds and habits, are growing up into good citizenship under the benign influences of a common school system.

Delegates of the Hawaii Educational Association, school officials and teachers, to the number of several hundred, have signified their intentions of attending the World Conference and N. E. A. convention. Among these are a considerable number of native Hawaiians.

### Printing the Symposium

Dr. Bunker has made the following statement: "It is hoped that the addresses taken together will comprise a body of practical suggestions for furthering international good will that educational agencies everywhere will find helpful. The Pan-Pacific Union expects to undertake to print the Symposium and distribute it widely among the educational institutions and agencies of the Pacific region."

It is obvious that the Pan-Pacific Union is in an advantageous position to conserve and follow up the results of the World Conference insofar as they relate to the great Pacific Basin.

### What the World Conference Can Mean to the Pacific

From the World Conference can and undoubtedly will come results of moment to the Pacific peoples. There will be a clearer vision of the great universal problems of education. There will be a renewed motivation toward mutual understanding, toward tolerance and kindliness. The phraseology of the new internationalism can be translated into the simple working vocabulary of the school child.

Children know nothing of racial animosities, nationalistic pretensions, credal prejudices, until so taught by their elders. By the same token, the children of many lands can be taught a common world-language of neighborliness, sympathy, and broad mindedness. This can be part of the mighty alchemy of the wonder school.

The Pacific Ocean, one so vast, is shrinking rapidly through the advances of modern transportation, communication, commerce and intercourse, and the peoples who dwell upon its titanic rim are becoming near neighbors. The World Conference can be a stirring inspiration and a mighty impetus toward inter-racial good will, to all Pacific People.

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## NOTES FROM AMERICAN LIBRARY ASSOCIATION MEETING

By Julia G. Babcock

True southern hospitality met the gathering delegates to the A. L. A. meeting at St. Louis, where the librarian, Mr. Arthur E. Bostwick, and his staff welcomed the visitors. A picture was taken of all those who had arrived, grouped on the broad steps of the fine library building, after which the guests were driven about the city in automobiles provided by the people of St. Louis. Many of the branch libraries were visited and much of the city viewed, following which a delicious supper was served in the library to about six hundred librarians.

Arriving at Hot Springs Monday morning, the residents of the city met the trains with their automobiles, carrying the guests to their various hotels.

On Thursday afternoon a respite was granted from constant attendance upon sessions of one sort or another, and special cars carried the librarians to Whittington Park, where a barbecue luncheon was served. Meantime, the colored choir of the A. M. E. church delighted the hundreds of librarians gathered there, with Negro spirituals sung by rich, deep, melodious voices, while a mocking bird in a tall tree overhead vied with might and main to outsing them. Following this was a drive about the city, affording an opportunity to see its beautiful homes, and lovely hills.

The general sessions have been held in the Auditorium theatre, while the affiliated associations and section meetings have been held in churches and halls scattered about the town. The first session was devoted to library development in the Southwest and the Southeast and a remarkable address by Dr. John J. Tigert, U. S. Commissioner of Education, on library extension in the South.

School library extension occupied the second evening, while on the third, the president's address on "The Expanding Responsibilities of the American Library Association" was given by the president, George B. Utley of the Newberry Library, Chicago.

Our sympathy with Belgium was revealed in the close attention to Miss Rachel Sedeyn, librarian of the University of Belgium, a graduate of Pratt Library School, who, in exquisite English and with singular grace, and freedom from self-consciousness, told of the library conditions in Belgium and her high resolve not to be deterred by existing handicaps but to make the utmost use of the facilities at hand.

An unusual note was introduced into the coldly intellectual sessions of the A. L. A.

by the impassioned address of National Commander Alvin M. Owsley of the American Legion. The ready applause showed that even librarians are but human, as he pictured the illiteracy of our United States, and vowed a partnership with the A. L. A. to sweep from our land the dishonor of 10,000,000 illiterates—surely a worth-while undertaking for two such organizations. Ringing applause broke in upon his address again and again, and the red-blooded went home exulting, while the "sophisticates" regretted somewhat the appearance of having been momentarily swept off their feet.

One of the outstanding addresses of the week was that of Jay Elmer Morgan of the National Education Association, while the vigorous personality of A. C. Parsons, superintendent of the Oklahoma City schools, lent delight to every session which he attended.

Notable among those attending this meeting is Dr. R. R. Bowker, veteran editor of The Library Journal, who has been unable to be present for four years. An ovation was given him.

Exhibits of publishers of books and of library supplies are found in the basement of the Eastman hotel, while across the hall is the A. L. A. country library exhibit, as interesting for what it omits from the collection as for what it contains.


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### IN THE NORTHWEST

The twenty-fifth anniversary meeting of the Inland Empire Teachers' Association at Spokane April 4, 5 and 6, 1923, held under the presidency of E. A. Bryan, Commissioner of Education of Idaho, will be known as one of the really great educational meetings of the United States of 1923.

A representative group of teachers, principals and superintendents from the great states of Washington, Oregon, Idaho and Montana gathered some 2200 strong to vent their optimism and to lend their fullest support to the advancement of the educational institutions in these several states.

Education in the Northwest, as elsewhere in the United States, has been undergoing tremendous criticism; reactionaries are in the saddle, but on the whole the schools have weathered the storm fairly successfully, Idaho of the Northwest states being the only one severely crippled in state school administration.

The varied program of general sessions and section meetings was filled with topics of vital educational interest. President E. B. Bryan, Ohio University, Athens, Ohio, gave three powerful addresses on the tasks facing modern educators. W. J. Spillman, U. S. Department of Ariculture, first president Inland Empire Teachers' Association, discussed the latest methods in the teaching of agriculture. Dr. Charles A. Prosser, ex-vocational director U. S. A. and president of Dunwoodie Institute, Minneapolis, gripped his audiences in excellent addresses. J. O. Engleman, field agent National Educational Association, won his hearers in his talk on "A Neglected Ideal in Education." Dr. E. A. Bryan of Idaho in his opening address made a strong plea for Federal aid in education.

In the thirty-five section meetings topics affecting phases of educational work were discussed.

The rural schools and county superintendents program under direction of Chairman Miss Z. May Meighen, superintendent Lewis county schools, Chehalis, Washington, and of Secretary Mrs. Mary L. Fulkerson, superintendent Marion county, Salem, Oregon, was of exceptional interest.

At the superintendents' and principals' meeting Arthur L. Marsh, editor of Washington Educational Journal, presented an able statistical report valuable to school executives.

The Inland Empire Council of Geography Teachers under the direction of Ernest E. Holmes of Lewiston Normal School, Idaho, heard three interesting talks by J. F. McBain, State Normal College, Dillon, Montana, on "Changes in Geography Instruction in the Junior High School"; "The Teaching of Geography from the Superintendent's Viewpoint," by Ira B. Fee, superintendent of schools of Missoula, Montana, and "Report of the Committee for the Advancement of Geography," by Miss Elizabeth L. Martin, State Normal School, Cheney, Washington.

In the commercial section Elizabeth S. Adams, assistant manager Gregg Publishing Company, San Francisco, California, ablv discussed "Relative Value in Trying to Kill Power Judgment."

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Mrs. Josephine C. Preston, superintendent of public instruction of Washington, and Miss Elizabeth Russum, superintendent of public schools of Idaho, were in attendance at the Inland Empire meeting.

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Hotel Davenport served as the association headquarters and was particularly attractive with Easter decorations.

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Meetings were held in the magnificent Lewis and Clark high school building.

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J. M. Hamilton of Bozeman, Montana, for thirty-four years prominent in educational affairs in the West, was elected president of the Inland Empire Association for the next year.

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Miss Julia Spooner of Portland of the Grade Teachers' Association in an after-dinner address said that if some authority in discipline would be given to the elementary teachers, the problem of discipline as now existing in the schools would be solved.

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Elmer L. Breckner, president Washington Educational Associations, stands out as one of Washington's strongest executives.

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Bookmen present at the Inland Empire meeting were: Rand McNally, George F. Barnes, Arleigh Hough; Silver-Burdette, W. G. Hartranft; Allyn-Bacon, B. P. Hemp; Gregg, Mrs. Frances E.. Raymond, Miss Elizabeth S. Adams; Ginn, W. B. Geiter, Macmillan, P. N. Plamondon, Glen Crowley; Appleton's, J. F. Hargraves; D. C. Heath, D. C. Noonan, Harry Wood; American Book, W. E. Bliss; World Book, W. Meldo Hills; Laidlaw Bros. & Prang Company, R. E. Laidlaw; Houghton-Mifflin, W. R. ("Mike") Power; Scott-Foresman, Fred A. Tice; Milton Bradley, F. J. Sleeper. C. C. Nunn represented the Dixon Crucible Company and William F. Oswold the Underwood Typewriter Company.

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Wm. F. Geiger, superintendent of Tacoma schools, Washington, is engaged in a building program campaign.

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Superintendent Cole of Seattle schools is out after $1,500,000 for new school buildings. The Seattle city board of education recently raised the teachers' salaries $60.

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Superintendent D. A. Grout of Portland has just moved his executive offices into

a new administrative building on school property.

President R. F. Scholz of Reed College, Portland, gave one of his apt inspirational lectures at the Inland Empire meeting.

The North Pacific College, Herbert C. Miller, president, is the largest Dental College in the West.

## JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

D. C. Weage, principal of the Madison school, is the head of perhaps the most remarkable rural school in California. With an enrollment of approximately 250 students, 90 per cent are of Armenian and Russian parentage; 8 per cent have parents of foreign birth of other nationalities, and only 2 per cent have parents of American birth. With students from such sources the natural supposition prevalent is that a high standard of educational achievement is impossible. Such is not the case at Madison. Mr. Weage has evolved a scheme through three years of experimenting that has brought practical results. He grants that it has been a slow process, but that children of foreign born parents can do as good or better work than those of American parentage if given the chance.

Success in athletics, in basket-ball and baseball has stimulated great interest. Fine poster work in the art department, an excellent chorus and orchestra are part of the school's achievements. Three eighth grade failures in four years shows a fundamental grasp of subject matter. In arithmetic and reading standard tests, the Madison school stands among the first schools in Fresno county. Three of Fresno high school's last years graduating class were Madison students, and were on the honor roll for scholarship.

Mr. Weage is a member of the Fresno county board of education and is keenly alive to the educational problems confronting the schools of California of today.

The Lemoore union high school, J. F. Graham, principal, has just had a $325,000 bond issue voted for the purpose of purchasing a site for a new building and for the construction of the building. At the same time the San Jose grammar school district, one of the units of the high school district, voted $17,000 for the construction of a new grammar school building.

C. S. Weaver, county superintendent of Merced county, is having a very pleasant time getting back into the ways of county supervisory work.

The Sanger high school, E. G. Thompson, principal, has been doing especially fine work in music. Mr. Thompson has Chas. R. Chaney in charge of music, an author, singer and director. Just recently a huge operetta written by Mr. Chaney has been magnificently produced.

R. J. Custer, district superintendent of Lodi grammar schools, is planning to take a year's vacation next year. Mr. Custer closes this spring twelve years of constructive service in the Lodi schools. He leaves the system equipped with several modern grammar school buildings, an efficient teaching force and a school enrollment of 1400 children. His Garfield grammar school, just completed, presents one of the finest kindergarten departments in the state. Mr. Custer does not intend to retire permanently from the school profession but intends to take a year visiting schools in other parts of the country.

Mr. Arthur T. Smith, principal of the Lincoln school, Lodi, is mentioned as the very probable successor to Superintendent R. J. Custer of Lodi.

Robert R. Hartzell, principal of the Red Bluff high school, is making his school one of the most progressive in the upper Sacramento valley.

S. J. Binsacca, head of agriculture in the Red Bluff high school, is the only teacher in the state who is doing agriculture work with part-time students.

J. O. Osborne, principal of the Redding high school, is major of cadets and has charge of the military training in his school.

Mrs. Charlotte Cunningham, county superintendent of schools of Shasta county, is intending to work on a new course of study this summer.

J. W. Miller, superintendent of schools of Siskiyou county, Yreka, has appointed L. S. Newton and Mrs. Goldie Kinslar McNamara assistant superintendents in charge of supervision work.

Frank A. Foderhase, principal of the Redding grammar schools, has just moved his pupils into a fine $110,000 building. Architecturally, inside and out, the building is most attractive. The city is getting the building at an exceptionally low cost. The unit consists of ten large class rooms, domestic science and manual training departments, two large play rooms in the basement for rainy weather, an excellent auditorium seating 500, and several smaller rooms for offices, library and small-unit kindergartens. Five hundred and seventy-five pupils are enrolled in the Redding grammar schools and 14 teachers are on the faculty. Two old buildings on the school grounds that have been used for many years heretofore will be demolished.

James W. Bixby, district superintendent of Patterson grammar schools, has moved his upper grades into a beautiful new eight-room building. Seventy thousand dollars were spent in erecting the plant. Mr. Bixby was presumably building for the future, but the rooms are already filled and more space is needed.

E. P. Halley, principal of the Patterson high school, is a believer in school self-government. His student body government functions admirably.

R. Bruce Findlay of the Patterson high school teaches six classes in science and handles athletics to such advantage that he has turned out several championship teams.

The Newman grammar schools under Lewis Johnson have advanced greatly during the last two years. The city possesses a primary and grammar grade building. A handsome, modern, up-to-date upper-grade building was recently completed at a cost of $65,000. The structure contains seven rooms and manual training and domestic science quarters; 425 pupils enrolled in the Newman grammar schools are handled by 14 teachers.

J. J. Berry, district superintendent of Oakdale schools, has evolved a departmental school for a rural community that functions exceptionally well. Pupils of the sixth, seventh and eighth grades from six grammar school districts are transported to the departmental school located in Oakdale. Transportation is provided for by four buses. This school is located in one unit on the second floor of the main Oakdale grammar school building. Seven teachers handle 200 students. There are six divisions in the three grades in (a) and (b) classes. The desk the pupil occupies in his first recitation is his own and in it he keeps his books. Four minutes are given in the change of classes.

The departmental school is in charge of the vice-principal, Grace C. Kramer, who handles English and penmanship. She is ably assisted by S. W. McConnell in manual training and physical education, Janet Bishop in English, Olive Grace Hubbell in Geography, Elva H. Hoerler in art, Sigrid Esbensen in history and Mary Frances Russell in music.

Mr. Berry believes in original graduation programs. This mid-year the graduating class put on a California pageant in which the history, geography, music and art teachers co-operated in the class project.

Mr. Berry has charge of five schools, some 650 children and 21 teachers.

George I. Linn, principal of the Manteca high school, has no students who are failures in his school. This seemingly impossible condition is due to the fact that Mr. Linn is doing much research work with his students. He has reclassified the whole student body through Terman-Benet tests. Those students not mathematically inclined who cannot do the regular algebra and geometry work are handled in a rural arithmetic class. Those lacking in ability to handle the regular English courses go into a vocational English course. Mr. Linn believes in finding out what students can do and then placing them in courses in which they can succeed. In following out this idea a practical home economics course has been added also.

The Manteca high school is three years old and has just moved into a fine new building. The average daily attendance is around 160 this year. Next year Mr. Linn from a survey of his district expects an enrollment of 250 students, 100 of them freshmen. He will add six new teachers. Mr. Linn is advancing his vocational program as rapidly as possible. Next year he expects to have a night school and a part-time school.

Mr. Linn is fortunate in having a community that believes in education backing

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him up. The Manteca P. T. A. is the only organization of its kind in the eighth California district, comprising five counties.

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The Turlock grammar schools under Miss Della B. Heisser have recently presented an excellent production of the operetta, Rumpel Stiltskin, a musical play for children adapted from Grimm's Fairy Tales. Eighty-five children were in the cast. In addition at each performance several other specialty numbers were given.

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The Turlock high school, J. Perry Ratzell principal, is having a new science building built at a cost of $56,000. The Turlock high school now enrolls some 550 students. A feature of project and problem work is made much of by Mr. Ratzell and his teachers. Vocational work in English is especially stressed in the first and second years under the direction of Miss Edith Sprague.

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Miss Frances Burket, librarian of Amador county, had charge of the meeting of the fifth district of the California Library Association at Jackson April 21st. Alpine, Amador, Calaveras, El Dorado, Mono, Nevada, Placer, Sacramento, San Joaquin and Yolo are represented at this meeting. M. J. Ferguson, state librarian; Miss Sue Smith, H. O. Parkinson, Stockton public library, and O. H. Close, superintendent of the Preston school, were on the program.

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The legislature passed the bill giving the Governor the power to remove at will any of the public officials. This means that the Governor will remove the present State Board of Education, and appoint new members. However, the referendum will be demanded on this legislative act, and the people will not stand for legislation that will foster the spoils system.

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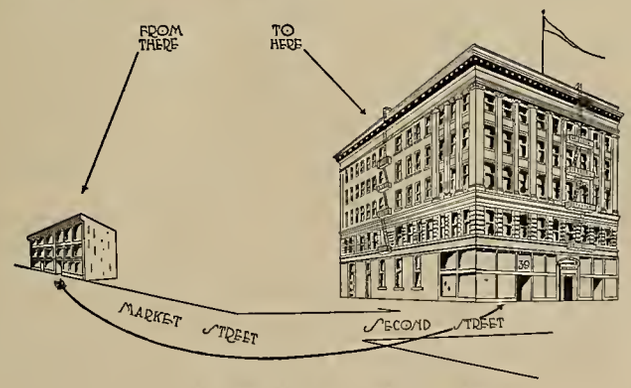
**NOTICE OF EXAMINATION**

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Friday and Saturday, June 15th and 16th, 1923. For further information apply to Secretary Board of Education, City Hall, San Francisco.

**We're moving—**

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## THE FRESNO CODE OF ETHICS

Superintendent W. J. Cooper of Fresno has caused considerable comment by a new code of ethics, which he requires probationary teachers to sign and take an oath to observe before he will nominate them for permanent positions. The Fresno Bee interprets clause five to mean that a teacher in the school who has children would not be permitted to send the same to a private school. The following is the statement that must be signed and sworn to:

"My policies and attitude as a 'permanent' teacher in the Fresno city schools will be governed by the following statement of attitudes and beliefs:

"First—I realize that no two pupils committed to my charge will be alike and I will always endeavor to instruct and manage each of them in the manner in which in my best judgment gives promise of yielding optimum returns in mental development and moral character, and I will strive to prevent any differences in race, creed, national inheritance and social status from influencing my actions.

"Second—I will endeavor at all times to inculcate in the minds of my pupils a reverence for our country and its flag and a respect for all acts (so far as these are legal) issuing from properly constituted offices (regardless of my personal opinion of the incumbents of these offices).

"Third—I will critically consider all textbooks and other materials of instruction used in the classes under my control and will bring promptly to the attention of the superintendent or members of the board of education all matters which appear to me inconsistent with the purposes of an American public school.

"Fourth—I will co-operate fully with properly constituted health authorities in preventing the spread of contagious diseases among pupils committed to my charge and will cheerfully furnish evidence of my own physical fitness to teach upon returning to duty after any leave of absence or following a serious illness or before the opening of school following any school year in which I may have been absent from duty for more than ten school days.

"Fifth—I believe that the American system of state controlled, tax supported schools is necessary:

"(a) to provide equality of opportunity for every child,

"(b) to develop the cultural unity desirable in the midst of diversities of race, creed and national traditions, and

"(c) to inculcate the ideals of democracy upon which the nation was founded.

"Accordingly, I will do all in my power, both by example and precept, to show my belief in our public schools, and to bring about a full realization of these purposes.

"Sixth—I will faithfully endeavor to improve the efficiency of the public schools and will freely discuss what appear to be shortcomings in professional gatherings and will bring any defects to the attention of those whose duty it should be to remedy them.

"Seventh—I recognize the professional nature of teaching service and, accordingly, will not consider my opportunities to help my pupils limited by hours or fully measured by my salary.

"Eighth—I will avoid expressing to pupils my opinion on the merits and demerits of candidates for public office (it being understood that this in no way abridges my right to express my opinion to voters outside of school.)

"Ninth—I will co-operate locally with my associates (including superior officers) in all the work of the public schools and, whenever there may be a body representative of the teaching force of the city, I will feel free to bring any grievance I may feel before such body for discussion and presentation to the superintendent or the board of education upon its merits.

"Tenth—I realize fully the effect of example upon young people and, accordingly, my habits of life and my social conduct will be such as should meet with the approval of the great majority of the parents of pupils committed to my charge.

"Date .....

"Signed .....

"Subscribed and sworn to before me this .....day of ....., 192.....

"

"Secretary, Board of Education."

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**SUGGESTIVE LESSONS IN NUMBERING ARRANGED FOR INDIVIDUAL WORK.** Seventh Grade. 92 pp. 35 cents.

**SUGGESTIVE LESSONS IN NUMBERING ARRANGED FOR INDIVIDUAL WORK.** Eighth Grade. 157 pp. 45 cents.

Both by Margaret M. Campbell, University of California, Southern Branch. Published by Harr Wagner Publishing Company, San Francisco.

Miss Campbell has produced Suggestive Lessons which raise the Project Method to the nth power. She makes no attempt to do everything, but what she does is the result of genuine genius, abundant experience and professional masterfulness.

In Seventh Grade Book there are forty-one lessons, divided among Graphing, Projects in Chicken Investment, Carrying Papers, A Department store, A Farm Business, A Bond Issue and Food Values.

In Eighth Grade the Projects are: Tabulating, Printing, Garage Business, Ranches and Orchards, Citizenship, Personal Property, Probable Income of Los Angeles, Amending the Constitution, Use of Banks, Investments, Economics, Machinery, Radio.

The "Suggestive Lessons" have a companion "Teachers' Manual" for each grade, which is practically as large as the "Suggestive Lessons," and make the effective teaching of the lessons inevitable.—A. E. Winship in N. E. Journal Education Co., May 3, 1923.

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## THREE-WEEK SUMMER SESSION FOR TEACHERS

Two three-week summer sessions of Miss Caroline Swope's Teacher Training Course will be held this summer. One will be held in Berkeley and another in Long Beach for the convenience of teachers in Northern and Southern California. The Berkeley session will be held in the Frances Willard intermediate building at Telegraph avenue and Ward street, from July 2 to July 20.

The Long Beach session will be held in the George Washington building at Eighth street and American avenue, from July 30 to August 17.

The course is the same in each session. The work continues from eight to five daily, excepting Saturday and Sunday. It covers the work of the first six grades with suggestions for seventh and eighth grades. Methods and plans in the following subjects are given: reading, arithmetic, language, spelling, geography, penmanship, drawing, sense training, seat work, craft work, and table and project work, story telling, dramatization, school management, physical education, folk dancing, mental testing, thrift and Americanization work.

Miss Swope has made her summer courses a feature in California education and her work is endorsed by the leading educators of the state. Her personality, intelligence and experience have made her an inspiration to the many teachers who have taken her summer work. She has secured an exceptionally good faculty for this summer's sessions.

Some of the instructors will include: Mrs. Lillian Zues Whitaker, formerly of the Berkeley schools; Mrs. Ella Snow of the Los Angeles city schools; Miss Blanche Lewis, supervisor of primary grades and penmanship in Taft; Miss Haidee Glasscock and Miss Ida Mead of Los Angeles schools; Miss Kathryn E. Stone, supervisor of music in the elementary schools, Los Angeles; Miss Alta Sims and Miss Edith Dickinson of Oakland schools; Miss Elsie H. Martens, assistant director of the bureau of research and guidance in the Oakland public schools; Dr. Virgil E. Dickson, head of the bureau of research and guidance of Oakland schools; Miss Madilene Veverka, supervisor of kindergarten and primary grades in Los Angeles public schools and her assistant Miss Grace Du Puy; Miss Caroline Swope.

Tuition for the training course is thirty-five dollars. There is no home work so the teacher has her week-ends and evenings free. Catalogs and information will be sent upon inquiry to Miss Caroline Swope, 837 Linden avenue, Long Beach, California.

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## TEACHERS' MUTUAL AID LUNCHEON

The Golden Jubilee of the founding of "The Teachers' Mutual Aid" Association was celebrated at a delightful luncheon on Saturday, May 12, at the Palace Hotel.

This organization had its inception in Mrs. L. T. Burke's home in 1873, through the desire of forming some society which could administer to the needs of a teacher in sickness.

A thorough working and business base was soon established and Miss Kate Kennedy was the first president of the society. Miss Laura T. Fowler, Mrs. Mary Prag and Miss Sara Miller were among the charter members, who worked so efficiently to insure the success of the "Aid."

The society was incorporated in 1883 and has upward of 400 members, who are entitled to a weekly benefit of $10 during illness. It has a large reserve fund at present.

Saturday's luncheon brought together fully one-half the members, in addition to the invited guests, among whom were represented the members of the Department of Education of San Francisco

The officers of the association are: president, Miss Nellie Sullivan; financial secretary, Lucy Wade; secretary, Miss Florence Lynch; treasurer, Mary Fay.

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## WESTERN SCHOOL NEWS

The Normal School Number of the Palmer Penmanship Pointer is of very great interest to all public school teachers. William L. Nolan has a very interesting article on "The Night Owl of Cochise Hall," a tale of Mexican boys. There are several articles on penmanship of especial value. Mr. A. M. Palmer is a real Californian and resides at Pasadena. California has never yet given his system a show, but Montana, Utah and Nevada, after a four years' trial, have re-adopted this standard penmanship of America.

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Will C. Wood has announced that he will contest in the courts the legality of several measures that the present administration has put across. The first will be the veto of the bill giving the Department of Public Instruction for administrative purposes one per cent of the money appropriated for teachers' colleges.

Superintendent G. P. Morgan of Tuolumne county held his annual institute in Sonora on May 7, 8 and 9. Superintendent Jerome Cross of Santa Rosa, Mrs. Sue L. Frates of Oakland, Mrs. F. E. Greenwood of Los Angeles and Geo. Schueltzberg, assistant superintendent of Calaveras county, formerly county superintendent of Monterey, were on the program. Mr. Morgan is himself not only a fine host, but is able to put over a program effectively and with such star attractions, the week was a real event to the Tuolumne county teachers. We know, as we attended the institute in 1922 and had a wonderful week. Superintendent Cross and Superintendent Schueltzberg make a fine team.

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James Ferguson, the principal of the Chico High school, directed the outdoor Easter exercises at Chico this year. Sam Hume of the Greek Theatre read Van Dyke's great poem, "God of the Open Air." The rain interfered with the attendance, but the services were enjoyed by a large crowd who stood in the rain. Miss Alice Anderson, formerly county librarian of Trinity county, now of State Normal, was the music director.

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## MABEL MACY—A REAL ARTIST

There is always a thrill attached to the discovery of a new genius. This is true whether the genius is a singer, a poet, an orator, a writer or an artist. The man or woman is a great genius who interprets nature, and creates, not a photographic reproduction of nature, but a creative product with atmosphere, sentiment, symbolism, vitality and perspective, that is far beyond the camera. Mabel Macy in her pictures of the redwoods has done this. Her pictures are great. They do not represent any school of art. They represent Mabel Macy who through her youth and education carried always with her the suppressed desire to paint. She waited long years for the opportunity, and one day she found it in the great redwoods of California and for the past four years she has sat at the roots of our big trees and painted, and the result is a number of large and small canvases ready to exhibit. A few of the Sequoians, a few lovers of art have seen the pictures, and in a short while there will be an exhibit. We predict that the name of Mabel Macy as a painter of redwoods will in a few years be as well known as that of Thomas Hill, Chris Jorgenson and Latimer. Her studio is at 2001 California street.

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Among the bookmen attending the Principals' Convention at Yosemite were: Miss Willis, Milton Bradley; Mrs. Collins, Rowe Publishing Company; A. A. Belford, Chas. Beers; Ralph Works, Rand McNally; T. C. Morehouse, John Beers; Kohler, Macmillan; F. E. Rice, Harry Linscott, Ginn; A. K. Allen, Houghton Mifflin; A. B. Mavity, Holt; A. H. Morosco, A. C. Hamilton, Allyn & Bacon; G. H. Chilcotte, Mr. Babcock, D. C. Heath; Mr. Roadman, Sanborn; John Osborn, Mr. Colvin, Silver Burdette; Dr. C. C. Van Liew, American Book, and W. M. Culp, Harr Wagner, Blakiston and Putnam, and Mr. Jones, World Book Company.

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Robert H. Lane, assistant superintendent of schools of Los Angeles, attended the Tenth Annual Conference on Educational Movements held at Indiana University, Bloomington, Indiana, April 20, 21, 1923. Mr. Lane had the honor of being the only western man on the program. His topic was "Selling Educational Research in a Large City School System."

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## WHO'S WHO AND WHAT THEY DO

Geo. C. Bush, superintendent of schools, South Pasadena, California, and for ten years president of the Los Angeles County Board of Education, is an active force in the educational circles of Southern California. He is also a member of the State Council of Education, a representative body of some forty members which meets several times each year to discuss matters of general interest to the schools of the entire state.

Mr. Bush graduated from Indiana University, A.B. in 1898 and A.M in 1899. He taught in the high schools of Warsaw and Marion, Indiana, for six years, assisted in bacteriology and chemistry for several summers at Indiana University, and came to South Pasadena as principal of the high school in 1905, and became superintendent of schools in 1907.

The county board, of which he is president, examines and certificates all teachers for the county and makes the course of study for all schools outside of chartered cities of the county.

Mr. Bush has served as president of the Southern California Science and Mathematics Association, and of the Southern California Schoolmasters' Club of Los Angeles county. His crowning work was as president of the southern section of the California Teachers' Association in organizing an unusually strong program for the association and a series of institutes in connection therewith for the week of December 18-22, 1922. More than 10,000 teachers attended these meetings.

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Walter L. Bachrodt, superintendent of schools at San Jose, Calif., a graduate of the State Normal School and of Stanford University, A.B. and A.M., is doing some very unusual work in leading his teachers along lines of genuine professional study. Out of 300 teachers, 180 are taking extension work at the San Jose Teachers' College, and 251 have taken professional work of one kind or another during the year. Superintendent Bachrodt is having all the children in his schools given a thorough mental and pedagogical test. 98.7 per cent of the teachers are normal school graduates, and some are taking advanced courses that will fit them for positions in the junior high schools soon to be opened. The maximum elementary school salary is $2,000, and the teachers are proving to the public that they are worth that salary.—N. E. Journal of Education.

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## A TRUE STATEMENT ABOUT RETIREMENT SALARY LAW

A retirement salary law has little in common with actuarial work leading to contractual insurance. The latter has always before it the thought of costs of salaries of highly paid officials, taxes, of various overhead expenses, of dividends to stockholders, of fluctuating markets and various other complications that arise in such line of business.


# Exam-time

When May brings examinations— It's hard on pupil and teacher. One dreads the thought of writing—the other, of reading the papers.

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## FLOWERS FOR CHILDREN

"If we get little children interested in the growing things around them we have given them an inspiring gift for life. We have opened up to them a realm more wonderful than fairyland," writes Katherine Chandler in the preface to "Stories of Wild Flowers Children Love." In this little primer of flower lore for beginners, the author takes advantage of the fact that children belong to the "questioning age," and she gives them an opportunity both to ask and answer questions of their own. The wild flowers are those that grow on our own California hillsides and canyons. They are described in the simplest and most entertaining language possible, and the book is illustrated by photographs of the flowers discussed. (Philadelphia: P. Blakiston's Son & Company.) Harr Wagner Publishing Company, 149 New Montgomery street, San Francisco depository.—From the S. F. Chronicle, May 20, 1923.

## DIGEST OF WESTERN SCHOOL NEWS

Miss Lizzie Vagedes, former Sutter county superintendent of schools in Yuba City, is soon to be married to Mr. Henry Krehe, an agriculturist in the Santa Clara Valley. Miss Vagedes did not run for office last year and Mrs. M. M. Gray was elected to fill the vacancy. Miss Vagedes was county superintendent of Sutter county for two terms and during her time of work in the schools accomplished many improvements in the school system.

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Contract has been let for the new Yuba City high school. Work on a $250,000 structure will begin immediately with the hope of having a portion completed for sessions in the fall. Cree T. Work is principal of the school.

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Berkeley school children cleared about five hundred dollars for pianos and musical needs in the public schools by their program given at the close of Music Week April 23-27, when they gave a performance at the Greek Theatre. No admission was charged for the performers, but the children sold tags to their families and friends. About twelve thousand persons attended, according to City Superintendent H. B. Wilson. Four junior high school orchestras, a high school orchestra and band, and third, fourth and fifth grade children rendering vocal selections, featured the program.

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The Long Beach city schools publishes an interesting leaflet, "The Agricultural Visitor." L. W. Welch, supervisor of agriculture, is the editor. The assistant editors are J. M. Stephenson, Samuel Baumann and R. S. Denman. A calendar of operations is an interesting feature of the publication. This gives instructions as to what to plant and how to plant it at the present season. Contributions that will aid the grower are included together with news of interest to those studying or engaged in agriculture.

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The Burbank district school near San Jose will have four new class rooms as the result of an election recently of an $11,000 bond issue. The vote carried almost ten to one in favor of the bonds. The increasing enrollment in the school makes more class rooms imperative.

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The new $100,000 Garfield school in Lodi, where R. J. Custer is district superintendent, was dedicated recently "To Truth, Liberty and Toleration by the Native Sons of the Golden West." The bronze plaque with the dedication was cemented in place with cement made of sand gathered from all the rivers in every county in California, cement from every mill in the state and water from the site of every mission, typifying that the school building was dedicated with the spirit of all California to the education of the young in the ideals of truth, liberty and toleration. Several hundred persons attended the dedication.

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Students in mechanics under the direction of their instructor, George G. Tyler, will enlarge the building of the union high school at Anderson by an addition of 45 by 145 feet. The cost will be $5000 and the style will be Mission to conform with the main structure.

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According to report released by State Superintendent of Schools Will C. Wood recently, the various school districts of California have bonded themselves for almost $100,000,000 during the last four years. This money is for the purpose of building school buildings and purchasing school sites and equipment. The returns from forty-nine of the fifty-eight counties of the state show school bonds of $86,865,804 voted since 1919. The sum of $46,852,000 or more than half this amount was voted in 1922. San Francisco and Los Angeles are responsible for the greater part of the amount in 1922.

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Non-commissioned officers of the army, detailed by the War Department to duty with reserve officers' training units at educational institutions in California, do not need to present teachers' certificates, according to an opinion which has been handed down by Attorney-General U. S. Webb, upon request of Will C. Wood, state superintendent of schools. The attorney-general's opinion concurs with one recently given by Col. Gordon Kimball, and, according to military authorities, sets at rest an argument started early in April when a professor of military science and tactics in a Riverside school was asked to present the certificate generally required of teachers in the California schools.

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A majority of about eight to one in Alameda on May 1 voted a $750,000 bond issue for construction of a new high school building. The present building is overcrowded by 1547 students in the day classes. The new building will contain seventy-two class rooms, adequate for 3000 pupils. It will be constructed so additions may be easily built. The successful issue was the result of a six-months' campaign in which the Chamber of Commerce and other civic organizations supported the city superintendent of schools, C. J. Du Four.

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Dr. Anathon Aall, head of the department of philosophy of the University of California at Christiania, Norway, visited California last month and made some observations on the educational system and people in the West. "Many European scholars are just now looking to American uni-


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versities to set the pace and standards of educational research," Dr. Aall stated. "From what I have seen of your universities I believe they can do it. I have a very high opinion of American universities. They are truly democratic. They offer all they have to all classes of students and not to the chosen few alone, as is the case in not a few universities in Europe. I have one criticism to make, though, and that is that not enough time and opportunity are given to your able professors for individual scientific research in their special fields. There are many scholarly men in your country who are giving up to teaching the time they could use more profitably in making contributions to the world's scientific advancement."

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A bill designed to regulate the alien language schools of the Hawaiian Islands has just been signed by Governor Farrington. The measure provides that alien language schools may be conducted only on licenses issued by the board of education. It also provides for a fee of one dollar from each pupil annually, to be used in defraying the expenses of supervising the schools. The new law does not permit a child to attend an alien language school until it has first completed two grades in the American public schools.

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It is claimed that the "problem children's clinic" established in Berkeley this year is the first of its kind to be established in a city. Dr. George I. Chamberlain, psychiatrist of Oakland, is at the head of the clinic and Dr. Olga Bridgman, associate professor of abnormal psychology at the University of California, is one of the assistants. Dr. Chamberlain is cooperating with the city police department and the parents who are having trouble with their children. The expert psychologist says there is too much "don't" and not enough "do" in the life of the average child. He recommends keeping children busy, a sympathetic understanding and no "set and fast rules like barricades set around them." The workers, who aim to treat each child as a different problem and to cope with them in an individual way, declare that "spanking has gone out of date." The department is located at the Health Center in Berkeley.

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**California School of Fine Arts:** June 18th to July 28. Among the courses offered are those in drawing, painting, design, interior decoration, commercial art, advertising and illustration. For catalog address Lee F. Randolph, Director, California and Mason streets, San Francisco.

**Chico State Teachers' College:** June 18th to July 27th. For full information write to C. M. Osenbaugh, President, Chico State Teachers' College, Chico, California.

**Fresno State Teachers' College:** The Sierra Summer School conducted by the Fresno State Teachers' College will be held at Huntington Lake from July 2nd to August 10th. For bulletin address W. B. Givens, Dean of Summer Session, State Teachers' College, Fresno, California.

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**Palmer Method Penmanship Summer School:** A five weeks' Summer Session from June 18th to July 20th. The Palmer Summer Schools will hold sessions in Boulder, Colorado; Cedar Rapids, Iowa; New York City.

**San Diego State Teachers' College:** July 9th to August 10th. Sessions will be given daily, Monday to Saturday inclusive, for five weeks, and enabling teachers to attend the N. E. A. Convention in Oakland and San Francisco. For bulletin address the Registrar, San Diego State Teachers' College, San Diego, California.

**San Francisco State Teachers' College:** July 9th to August 17th. For full information write to F. L. Burk, President, State Teachers' College, San Francisco.

**San Jose State Teachers' College:** June 25th to August 7th. For bulletin address the President, State Teachers' College, San Jose, California.

**Santa Barbara State Teachers' College:** June 25th to August 17th. For bulletin, address C. L. Phelps, President, Santa Barbara, California.

**University of California, Berkeley Session:** June 25th to August 3rd. For bulletin with full information, address Recorder of the Faculties, University of California, Berkeley, California.

**University of California, Southern Branch:** July 2nd to August 11th. A few of the many courses offered are those in Agriculture, Landscape Gardening, Criminology, Education, Americanization, Industrial and Continuation Education, Journalism, Public Speaking, etc. For bulletin address Executive Secretary of the Summer Session, Junior Orpheum Building, Eighth and Hill streets, Los Angeles.

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Miss Winifred H. Bigley, county librarian of Merced county, is planning for a wild flower garden on the library grounds.

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The Fresno high school faculty are out to see that every student in the school can spell and write legibly. The drive is severe and continuous.

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Walter R. Hapner, vice-principal Fresno high school, co-author with his wife on a junior high school civics, which is being published by Houghton-Mifflin Company, expects to have the book off the press by September.

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Dr. E. W. Hauck, principal of Reedley high school and district superintendent, expects to have his students housed in this magnificent new $45,000 plant by next September. An enrollment of around 600 is contemplated.

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## LODI UNION HIGH SCHOOL EXPANSION PROGRAM

### William Inch, the Principal, Includes Many New Features and Ideas in His New Buildings

The Lodi Union High school as now constituted and as now being enlarged as to buildings and curriculum is the result of thirteen years of work in Lodi as principal by William Inch. Mr. Inch, a forceful and dynamic man, has seen his school grow from small beginnings until now it is the largest in northern San Joaquin county, includes sixteen grammar school districts, carries on transportation of students with four big busses, enrolls 510 pupils and has a faculty of 25.

The main building was erected several years ago at a cost of $50,000. Within the last year additional bonds of $25,000 were voted and construction on an auditorium and a science building is now under way.

This expansive program is due to the growth of the student body and to the fact that a junior college will be established next year.

In addition to the main unit at the present time there are two buildings setting back of the administration building—one used as a gymnasium, the other as a service and shop building. It is the plan at the present time to have a new shop building costing $25,000 erected by the manual arts students next year, under the direction of Ira Cross, head of the manual training department. The $25,000 for the purchase of material will be raised out of the general tax levy. The old shop building will then be turned into a girls' gymnasium.

As present situated the Lodi high school is most pleasantly surrounded by lawns and the various buildings are connected by high pagodas, now gorgeous rose arbors on which white and pink Cherokee and Papa Gontier roses predominate.

The auditorium is now being built as the north wing and the science building as the south wing and the building will be connected by pagodas to the administration unit.

It is in the planning out of his new buildings that Mr. Inch's characteristic force and initiativeness asserts itself. There is little new in high school construction in the United States that he is not acquainted with.

As he puts it, he has placed all the noises in one building and all the smells in another. In the auditorium, band practice and music courses will be given and in the science building on the first floor will be the chemistry, physics and biological laboratories and on the second will be the home economics division and cafeteria.

The auditorium will seat 1500 people. The stage is immense, being divided into a fore-stage and a back unit set off by rolling doors, which will be used as an ordinary band room and which can be used in staging huge pageants. There is ample room for drops and sets on the wings.

The pit leads down to large dressing rooms underneath the stage, one the girls' and the other the boys'. The rooms are large enough to hold big casts. A storage room for scenery is an added feature. Above the back stage are four music rooms, two over each other, in which music classes will be held. The balcony is held up by a huge girder, leaving an unobstructed view on the first floor. Underneath the back slope of the balcony is another room with a small stage which will be used by the music and dramatic sections. Moving-picture rooms are provided for.

In the science building Mr. Inch has included many helpful features. The junior college laboratories are separate from those of the high school. In equipment Mr. Inch has had chemistry and sewing tables constructed according to his own plans and everything has been designed to facilitate expert work by the student. The arrangement of the domestic science section with its sewing, cooking, laundry and fitting rooms and its model suite, is unusually well thought out.

In the running of the cafeteria Mr. Inch has co-ordinated many of the school activities. Agriculture projects supply fruit, eggs and vegetables and practice in quantity cooking is indulged in by domestic science students. Theory of cooking is not taught in the cafeteria—that is acquired in the regular cooking classes. Students work in the cafeteria after taking the cooking courses. The cafeteria pays a cook and runs at a profit. In the same way in the agriculture projects the student starts the project in the school ground, gets his theory and after that is done, the work is carried on by the school janitors.

In addition to the two new buildings the students are erecting bleachers and putting up a circular fence around the track and football field. Next year a swimming pool is to be added.

Mr. Inch has an unusually strong faculty and gives great credit to his teachers for the excellent work accomplished. Miss Maud H. Davis has the position of vice-principal. F. Herbert Ballou holds most interesting classes in the biological section. Herman Dickman handles agriculture. Miss Carrie Erich has charge of household science and art.

Lodi is the center of a rich grape growing section. The town itself is one of the most attractive of the smaller cities in California. Mr. Inch has the privilege of working in a wide-a-wake community that believes in supporting education to the nth degree and which is one of the reasons for the remarkable success of the Lodi schools.

### ANNOUNCEMENT OF NEW BOOKS

Published May 15, 1923, Our Neighbors Near and Far, a geographical reader for fourth grade, by Ruth Thompson. This follows the plan of "The Suggestive Course in Geography."

May 20th, Universal Class Book, for high school teachers. Designed by Bruce Bartholomew, Berkeley high school. Price in cloth, 40 cents; paper with cloth back, 30 cents.

Ready July 1st, A Geographical Reader, by Dr. H. W. Fairbanks, California, United States and the World, for fifth grade. This book will meet the requirements of state course study.

Ready July 1st, The Graphs. A map drawing hand book for use of teacher and pupil, by Mrs. M. M. FitzGerald, principal of the John Swett school, San Francisco, Cal.

Ready July 1st, Purdon's Vocabulary of Words Constantly Needed, 300 pages, 6x9; cloth and gilt, $4. By Mrs. Matt Farr Purdon, a well known specialist in the use of a better vocabulary.

## CALIFORNIA HIGH SCHOOL PRINCIPALS' CONVENTION, CAMP CURRY, YOSEMITE VALLEY, MAY 14-18, 1923

The California High School Principals' Convention that convened at Camp Curry, Yosemite Valley, May 14-18, at the call of A. C. Olney, Commissioner of Secondary Schools, was a working convention and was treated to a program of varied but vital educational problems.

Yosemite Valley, world renowned, was an inspiration to the assembled principals. Its vastness and grandeur, its heights and sereneness, its quietness and strength, its pourings of crystal waters, symbolized to a great extent the work of educational forces which must in this period of reaction, as never before, disseminate knowledge of true living and service to the men and women of tomorrow.

The convention stood out boldly and strongly against the forces of educational reaction. Will C. Wood, Superintendent of Public Instruction of California, was commended and acclaimed for his stalwart defense of the California school system against the attack led by Governor Friend W. Richardson.

The Principals' Association, led by President Bruce H. Painter of Petaluma and Secretary-Treasurer L. P. Farris of Marysville, determined to do everything in their power to aid the State Department of Education. A substantial campaign fund was started, and if the educational system of California has to go back it will not be because the principals of California are not fighting to prevent it.

In arranging his program Commissioner Olney gave a prominent place to the junior high school movement. The impetus given to junior high school growth in California during the last ten years has been tremendous and consequently the interest in junior high school problems was great.

Under the leadership of B. W. Reed, Boyle Heights junior high school, Los Angeles, and T. Malcolm Brown, Roosevelt junior high school, San Diego, two sessions were held. At the first, G. E. Mortensen, Prescott junior high school, Oakland, discussed subject—"Time Allotment"; Miss Maude I. Murchie, State Supervisor in Home Economics, spoke on "Training for Home Efficiency"; Miss Katharine L. Carey, John Muir junior high school, Los Angeles, talked about "The Hour Period and Directed Study."

At the second session Melrowe Martin of

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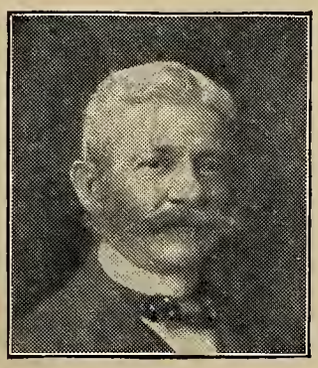

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Sebastopol developed the subject of "The Chain of Junior High Schools for Union High School Districts." Arthur Gould, assistant superintendent of schools of Los Angeles, read a paper on "The Distinctive Marks of a Junior High School." Roger S. Phelps of Corcoran discussed "The Junior-Senior High School." Howard H. Hicks of Edison junior high school, Long Beach, was on this program for a talk on "General Science as a Three-Year Course," and D. L. Hennessey of Berkeley on "Community Cooperation in the Garfield Junior High School."

Some six general sessions were presided over by the following men: Commissioner A. C. Olney, K. L. Stockton, San Bernardino; Bruce H. Painter, Petaluma; W. L. Glascock, San Mateo.

On Tuesday Commissioner Olney gave an able address on the problems confronting secondary schools. F. H. Sutton, technical high school, Fresno, spoke on "Short Unit Courses in Prevocation Subjects." Mrs. Grace C. Stanley, State Commissioner of Elementary Schools, talked on "Prevocational Curricula for Girls." Miss Ethel Percy Andrus, Lincoln high school, Los Angeles, had as her subject "Applied Art in Home Making."

On Wednesday Dr. John Adams, professor of education, London, gave an address on "Practical Use of Intelligence Tests." Dr. Adams won his audience and he was universally acknowledged to be the hit of the convention. Dr. Herbert R. Stolz, State Supervisor of Physical Education, had as his topic "The Part Physical Education Can Play in Teaching Social Adjustment." Vierling Kersey, director of part-time education, Los Angeles, spoke on "The Under-Privileged Child: An Opportunity for Service."

On Thursday Louis W. Barclay, national director, Boy Scouts of America, gave a powerful talk on the Scout movement. Miss Ethel Richardson, assistant State Superintendent of Public Instruction, discussed "Immigrant Education in California." Mrs. Anne W. Godfrey, educational representative, U. S. Department of Labor, elaborated on the same topic in her talk on "Federal Cooperation in Immigrant Education."

On Friday the program included "Platoon System of High School Attendance," James E. Addicott, San Francisco; "Standardized Forms in Grammar," George C. Jensen, Eureka; "School Reports," Paul G. Ward, Hewit; "Citizenship Training Through Service," Dr. W. H. Snyder, Hollywood; "Music as a Factor in Citizenship Training," Walter A. Tenney, vocational high school, Oakland; "Improvement in Commercial Education in California High Schools," E. W. Barnhart, Chief U. S. Commercial Education Service; "Some Research Problems

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A live junior college session was held under the leadership of A. G. Paul of Riverside. "The Problem of Meeting Varying Junior Certificate Requirements," was discussed by W. L. Glascock of San Mateo. Louis E. Plummer of Fullerton spoke on "The Junior College as a Finishing School." Merton E. Hill of Ontario developed his subject of "Extension of Junior College Courses."

At a night session Hon. Stanley B. Wilson, member State Board of Education, was at his best in his address on "American Ideals."

Interesting topics were discussed in section meetings of high schools divided according to size. In the group of smaller high schools under the leadership of D. H. Cramer, Campbell, the following topics were discussed: "School Dormitories," Miss Leona S. Paxton, Barstow; "Teacherages," G. N. Steyer, Easton; "Transportation of High School Students," Homer Derr, Elk Grove; "The High School Paper as a School and Community Force," George L. Gordon, Boulder Creek; "Teaching Good Citizenship Through Physical Education," Charles L. Hampton, Tomales; "The Value of Music in the High School Curriculum; Vocal Music," William Bland, Galt; "Instrumental Music," Berthold J. Clearbrook, Julian; "The Orchestra," F. E. Howard, Bishop.

The large high school section was presided over by Joseph P. Nourse of Galileo high school, San Francisco. "The General Plan of Organization" was discussed by C. L. Biedenbach of Berkeley, Merton E. Hill of Ontario, and W. H. Housh of Los Angeles. Thomas A. Russell of San Diego talked on "Student Participation in Government."

The middle high school group discussed the following topics under the chairmanship of E. G. Thompson of Sanger: "Transportation of High School Students," Carl N. Vance, Grossmont; "Self-Competition," E. E. Wood, Sausalito; "Community Coperation," Edward W. Locher, Roseville.

Professor Charles Rugh, University of California, was present at the convention and gave a preliminary report of the committee of fifteen.

The evening high school program was under the direction of J. C. Reinhard of the Central evening high school, Los Angeles. Herbert Lee, Livermore, discussed "Organization of Evening School Instruction"; Fred D. Finn, San Diego, "Applied Art Classes," and "Adult Education" by S. J. Brainard, Tulare; A. R. Clifton, Monrovia; D. K. Hammond, Santa Ana; James Ferguson, Chico.

The section on departments of commerce was held with R. F. Gray, Taft, presiding. An able talk was made by E. W. Barnhart, Chief U. S. Commercial Education Service, on "The Survey of Commercial Teaching in California." "Extra Class-room Commercial Practice" was discussed by Chas. W. Townsend of Santa Clara.

P. M. Fisher, technical high school, Oakland, presided at the session of the technical and vocational schools. Subjects discussed were "Training in the Trades," Dr. E. R. Snyder, State Commissioner of Vocational Education; discussion led by Thos. H. Elson of San Pedro; "Agricultural Education," by R. A. Conder, California George Junior Republic vocational high school; discussion led by Bert Carner of Gonzales.

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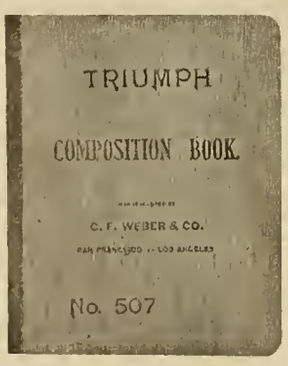


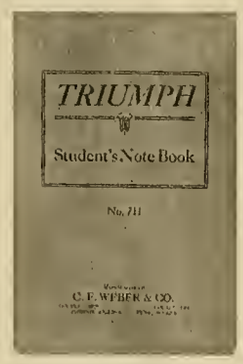


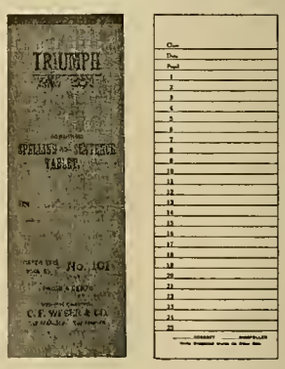


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## AMERICAN LIBRARY ASSOCIATION

Abstract of address on "Service to Schools Through the County Librarian," by Mrs. Julia G. Babcock, Kern County, California, at the Firty-fifth Annual Meeting of the American Library Association, Hot Springs, Arkansas, April 24, 1923.

Kern County Library (California) is serving ninety-six schools in the mountains, in the desert, in the prosperous agricultural districts, in the mining towns, in the great oil-fields. They vary from the "one-teacher" school of a few pupils to the large, finely equipped school with numerous teachers and several hundred pupils. Some schools in the mountains are summer schools because the snow is so deep in winter that children cannot get through to the school. One of the newest and most interesting features of our school work is with the schools for the children of migratory laborers. The first of these was for the children of the cotton-picker on the Hoover farm near Wasco in this county. (Herbert Hoover has a farm of about 2000 acres here.) This school was taught by one of those rare teachers with a keen sense of humor and undying enthusiasm who worked wonders with these little folks in three months. The same teacher has since been in other counties "in asparagus," "in walnuts," "in onions," "in prunes," and is now back in this county teaching the children at Stony Brook Retreat, the county tuberculosis hospital.

The library furnishes supplementary books on all subjects in the course of study, for the use of individual pupils, and provides the method readers with aids, charts, word cards, etc. The state provides free text books, but where the board of education desires to use some other book, it falls upon the county library to supply it. The library also supplies the following: Periodicals for teachers and pupils, and adults who are not near a branch library; dictionaries, unabridged for the school room, smaller for individual desk use; stereographs, "600 sets" for the larger schools, smaller sets for smaller schools; stereoscopes; lantern slides if desired, and we lend a lantern if that is asked for; maps and globes; pictures; music records and the little bubble books; music rolls for player pianos; and the REAL library service of books for home reading carefully selected by our children's librarian to fit the individual school. Teachers use certain records for the rhythm in typewriting, penmanship and physical training, as well as for folk dancing and music appreciation.

The children's librarian, Miss Wilhelmina Harper, visits the schools and talks to the children about the care of books, about books and their authors, tells stories to them, and gets them to tell her what they read and like. On her first visit to one school in the mountains, she asked the children to write the titles of the books which they had most enjoyed. One little ten-year-old girl wrote that the book she liked best was "The Ridin' Kid from Powder River." One of the most satisfactory efforts of the year has been the attempt to get the children away from the wild western story asked for, alas, by both pupil and teacher. Miss Harper wrote to them asking if she might not substitute for these some of our fine, beautifully illustrated books for children. In every instance, the response on the part of the teacher was that of perfect accord. In many cases, it appeared that the teacher had only asked for these other titles upon the urgent request of the boys and girls. Graded lists have been prepared not holding to the classics alone but including newer titles of wholesome books. These have been sent freely to schools, and other lists have been compiled for other purposes as need arose, such as lists for Christmas buying with prices and editions.

The service to high schools is varied and interesting and in one high school a course in "How to use a library" is required for graduation.

## BUTTE COUNTY TRUSTEES MEET

The school trustees of Butte county were assembled in a trustees' convention Saturday, April 28, in the chambers of the superior court, Oroville, County Superintendent Irwin Passmore presiding.

Mr. Passmore made a short talk to the seventy-odd trustees present and thanked them for their earnest labors for the interests of the schools of the county.

County Superintendent Roy W. Cloud of San Mateo county followed and told the trustees some of the things which he thought school officials ought to know and think about. Sam H. Cohn of the state office followed and gave a resume of the laws pending before the state legislature. At the afternoon meeting Mr. Cloud, Mr. Cohn and Mr. J. A. Woodruff of Los Angeles gave talks which were both interesting and instructive. The institute then took up matters pertaining to the schools of Butte county and passed a number of resolutions concerning the schools and their administration. Mr. Passmore was warmly praised for the excellence of his convention.

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## THE EDUCATIONAL ACHIEVEMENTS OF J. M. GWINN,

### Superintendent - elect of the City and County of San Francisco

Few superintendents of city schools have equalled Supt. Joseph Marr Gwinn, the new superintendent of schools of San Francisco, in education and experience which would fit them for their work. Supt. Gwinn spent four years as a student in one of the best and largest normal schools in the middle west—the State Normal School at Warrensburg, Missouri, graduating from both the elementary and the advanced courses. He taught a one-room rural school and then in a three-teacher village school where he served as principal. Then for six years he taught mathematics and science and served as principal of high schools. In order better to qualify himself for his work, he entered the University of Missouri and completed two years' work for A. B. degree. His major work in college was in psychology and philosophy. He then served as superintendent of the schools of Joplin Mo. He attended a summer session at Columbia University and then became professor of education in the State Normal School at Warrensburg, Mo., where for a little more than three years he taught courses in method and management of teaching and devoted a part of his time to supervising of senior students in the practice teaching. In connection with his work at Warrensburg, he was field representative of the institution, lecturing before county institutes. Mr. Gwinn then goes as a graduate scholar to Teachers' College, Columbia University, where he specialized in elementary education with a minor in psychology. He received a Master of Art degree from Columbia University. He is then appointed director of Teachers' College, Tulane University, New Orleans, where for three years he taught college courses in education and directed the work for the training of teachers. In 1910, he was offered and accepted the superintendency of the New Orleans public schools, in which position he has continued till July 1 of this year, when he resigned to accept the superintendency at San Francisco.

Supt. Gwinn has been in demand for lectures and summer school work in universities. Last year he gave courses in city school administration at Chicago University and a few years before gave courses in Columbia University Summer School. In 1919, while on leave from his position in New Orleans, he went to France as a member of the Army Education Corps and served as director of the College of Education of the American University at Beaume, France. He also served as chairman of the University Committee on Instruction, which was the most important committee dealing with the problems of educational organization and administration work of the university.

Supt. Gwinn has for a number of years been a leader in the work of the Department of Superintendence and of the National Education Association. He was a member of the National Commission for the Reorganization of Education following the war. Just now he is president of the Council of Education and chairman of the

(Continued on page 18)

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## THE BERKELEY PUBLIC SCHOOL EXHIBIT

The Chamber of Commerce, under direction of Chas. A. Keeler, held a Fair, May 14 to 19. The public schools, under direction of Superintendent H. B. Wilson, cooperated with an exhibit of unusual excellence. The public schools furnished the programs. Here is a sample, on Friday afternoon, from 2:30 to 9 p. m.:

2:30—Moving pictures, "Japan the Beautiful."

2:45—A demonstration of how the various types of visual aids may enrich regular school work, directed by Mrs. Lily Whitaker, Lincoln School; Miss Ruby Lamb, Thousand Oaks School.

3:15—A nature study film, "The Life of a Toad."

3:30—Visualizing a geography in a grade class, directed by Mrs. Luella Kibbe, Emerson School.

4:00—Moving pictures, showing the locations of the different zones and examples of plant and animal life from each.

7:30—Moving picture, "Service."

7:45—A history play, "The Spartan Twins." Sixth grade pupils, University Elementary School.

8:15—A thrift play, "Ethel and Her Savings Bank." Fifth grade pupils, Washington School.

8:15—A thrift play, "The Money Family." Fifth grade pupils, Lincoln School.

9:00—Moving picture, "Thrift."

We were especially interested in the exhibit of the nature work of the elementary schools, in the projects of the various grades. In the exhibits of bungalows of the junior high school pupils, in the geographical exhibits, domestic science and manual training. The children's plan of an ideal auto camp was of a special interest. The students in the printing department of the Edison junior high school printed the program of the prevocational and industrial education in Berkeley junior high schools. Under the splendid leadership of H. B. Wilson, Berkeley has a public school educational plant that is complete and efficient in every phase of the work. Supt. Wilson, with the co-operation of teachers, principals, superintendents and board of education and the general public, has a system that functions along modern methods. This exhibit has been very successful in showing the wonderful co-ordination of all the schools, and is a practical demonstration of the socialized public school.

## SAN FRANCISCO BOARD OF EDUCATION SELECTS A NEW SUPERINTENDENT

The San Francisco Board of Education has selected J. M. Gwinn of New Orleans as superintendent of the San Francisco schools for a term of four years and fixed the salary at $10,000. The Board of Education, through its committee consisting of A. J. Esberg, Mrs. Ernest J. Mott and Daniel C. Murphy, first asked for recommendations from more than one hundred leading educators. President Fred Dohrmann, Jr., and Mr. Esberg interviewed a number of men who were recommended under the above plan. The position was finally offered Superintendent Gwinn. The teachers, Parent Teachers' Association, Board of Education and the people generally will welcome the stranger within our gates, and will give him loyal support. There were, however, a large number of people who had hoped that a man like A. J. Cloud or some other prominent California educator familiar with local conditions would be chosen. The educators of California will welcome Superintendent Gwinn and will be interested in his approach to the building up of a great educational plant.

Genevieve Carroll, Miss Bray and the Oakland, San Francisco and Sacramento school departments deserve great credit for Salary Act. Every teacher should write to Governor Richardson and urge him to sign the bill.

The Americanism of Theodore Roosevelt, Selections from His Writings and Speeches, compiled by Hermann Hagedorn: This compilation was edited for school use by John A. Lester, Ph.D., instructor of English in The High School, Pottstown, Pa., and is one of the Riverside Literature Series. According to the author the purpose of the book is to "provide a selection of striking passages from Theodore Roosevelt's writings, and to serve as an interpretation of his mental processes, of his moral, social and political philosophy, and of the

Robert J. Teall, principal of the Madera high school, is running a most efficient and economical high school plant.

## PACIFIC GROVE GRAMMAR SCHOOL

Pacific Grove, Cal., May 15, 1923.

Miss Morris Wagner, San Francisco, Cal.

My dear Miss Wagner:

The Pacific Grove grammar school has a rather unique plan to remedy the congestion that sometimes occurs in the school systems of the smaller towns. It is as follows:

Promotions are made in each grade twice a year, with the exception of the high eighth (8A) grade. The pupils of the 8A class enter the high school at September as subfreshmen and take two regular high school subjects. They spend their mornings in the grammar school as 8A pupils and take at least one-half of the required subjects.

Now, when promotion time comes in January, these pupils, if they have completed the work, are promoted and then take the remainder of the 8A work during the second term. They continue the high school subjects throughout the year and graduate with the regular 8A class in June, but are two credits ahead in the high school.

In order to remain as sub-freshmen, these pupils must do creditable work in both schools. If their work is not satisfactory in the grammar school, they must quit the high school. The sub-freshmen idea makes these pupils regular in the high school instead of irregular, and any student who wishes to work hard can make the course in three and a half years.

This plan has been tried out for several years in this district and has proven rather satisfactory.

Mr. Robert H. Down has been principal of the Pacific Grove grammar school for the past nine years. His school has grown from nine teachers and 210 pupils to seventeen teachers and 450 pupils.

The school is housed in a new building built under Mr. Down. It is a beautifully planned building with a large auditorium, the stage having an unusually graceful and attractive curtain. Preparations for motion pictures have been made, and a machine is to be installed next year. The class-rooms are light and comfortable—in fact, the whole building shows careful thought in planning for comfort and utility.

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Further, these stories and poems are grouped under appropriate moral headings, such as *Adventure, Ambition, Bad Company, Beauty of Character, Beauty of Service, Carelessness and Thoughtlessness, Chivalry and Courtesy,* etc. The California School Law (Section 1667) provides that instruction must be given in morals and manners in all grades throughout the entire school course. The *"Story-Telling Hour"* suggests excellent materials for this purpose. It enables the teacher to emphasize, for instance, kindness to birds through Lydia Maria Child's "Who Stole the Bird's Nest?" This is far more effective than scolding or moralizing.

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There were many attempts made to wreck our educational system. However, Amendment 16, The King Tax Bill, promoted by Will C. Wood, Mark Keppel and the C. T. A., saved the elementary schools. The repeal of the tenure bill was not successful, and other attempts to injure the system were defeated. However, with the power placed in his hands by the budget system, the State Department of Education has been seriously crippled, and the State has taken several steps backward. The teachers' colleges, the State library service, the State polytechnic school, the social welfare work, have all been badly affected. Will C. Wood, the State Superintendent of Public Instruction, put up a brave fight, with his back to the wall. He has lost temporarily, but the fight is still on.

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The California Library Association will meet in the Yosemite on June 4, 5, 6. John Henry Nash, Edmund Lester Pearson, Mrs. Margaret Carnegie Ganger, will be the principal speakers. The headquarters will be at Yosemite Lodge. The librarians, however, will find excellent accommodation at Camp Curry, at reasonable rates.


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JUNE, 1923

# Welcome to the N. E. A.

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"Come to my Sunland! Come with me
To the land I love, where the sun and sea
Are wed forever; where the palm and pine
Are filled with singers; where the tree and vine
Are voiced with prophets. O come, and you
Shall sing a song with the seas that swirl
And kiss their hands to that cold white girl,
To the maiden moon in her mantle of blue."

You are not only welcome to the inspiration of our land, but also to our great educational plants about the Bay of San Francisco, under the leadership of such men as Acting Superintendent A. J. Cloud, Superintendent Fred M. Hunter, Superintendent H. B. Wilson, Superintendent C. J. Du Four. San Francisco has much to offer you. It is not only a cosmopolitan city, but under the twelve years' leadership of Mayor James Rolph, Jr., it has developed and maintained a great civic center, parks, municipal car lines, hospitals, educational plant, and is rapidly completing the great Hetch Hetchy project, which will give San Francisco a new destiny. Hon. Will C. Wood, Superintendent of Public Instruction, will give you an official welcome. His great fight for the highest educational standards, his recognition of the fine art of teaching, are in keeping with the highest ideals of the N. E. A. This Journal recognizes in your association the potentiality of team work in getting across an idea. This power when used for false propaganda is terrible, but it has rapture and thrill when used to reveal the divine autograph on the face of the child.

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By Arthur Gould,
Assistant Superintendent, Los Angeles City Schools

I need not emphasize the fact that the junior high school is a very new comer into the educational field. Only twelve or thirteen years ago it made its initial bow. Only within six or seven years has this type of organization received sufficient general approval to become widespread. However, with its increased growth and frequency there is not always a very clear appreciation of the characteristics that distinguish it from the elementary school below and the senior high above. Too often the formation of a junior high school has been brought about merely through administrative necessity. The high school was overcrowded and the easiest thing to do was to take the ninth grade from the high school building; or possibly it seemed desirable to bring the seventh and eighth grade to some central location or building from several scattered elementary schools in order that the expense of furnishing special equipment for these grades might not be too great. Possibly even, in some instances, junior high schools have been formed because the idea is new and someone thought it would be a good thing to do it. And even when organized it has too often been thought that the junior high school should struggle and strive in order that it might as nearly as possible imitate and emulate the high school, a thing which is absolutely fatal to the accomplishment of its real mission.

The first thing that must be remembered in considering a junior high school is that there is no possible excuse for creating the institution unless it recognizes the existence of a problem which the former institutions were not meeting and solving. If this particular age of boy and girl needs segregation and special treatment, then it is not enough that the course of study for this new school be merely the former seventh and eighth grade course plus the former ninth grade course with an elective or two slung into the eighth grade to make the course of study more palatable and more popular. In such a course of study the horizontal line of separation between the eighth and ninth grades still exists. The work of the three years in any one subject is not an integral whole adapted to this age.

So the first question I would ask as I begin to consider any particular junior high school will concern the course of study. I would ask whether the faculty has recognized the needs of problems of boys and girls from 11 to 15. I would ask whether the course of study as a whole and subject by subject presents a well organized three-year sequence. I would inquire whether in English and mathematics and social sciences the special requirements of these children have been understood and met with intelligence. I would ask how carefully this course of study has been coordinated with the elementary course below it and with the course of the senior high school above it. I would hope to find a course of study that made one of its chief aims the training of its pupils to find their own aptitudes, talents and preferences for further work and study. Children at this age are just beginning to look abroad with wonder and eager interest upon an unfolding world. They begin to realize that they are becoming a part of it and they are filled with curiosity, interest and eagerness.

The next question that would occur to me visiting a junior high school would concern the child. I would ask myself to what extent the organization takes account of every child **as an individual.** I think I would make this inquiry rather detailed as to certain particulars. In the first place, I would want to know whether the organization definitely makes provision that in the school each child is known by some one individual in the faculty so that the person understands the interests, abilities and weaknesses of the child. In the second place, I would want to know that the school also makes definite provision for knowledge of the vocational and educational interests of each child to the end that the child may receive all the information he should have concerning vocations and educational opportunities and, if he needs school help to direct him vocationally and educationally his need is known and cared for. In the third place, I should expect to find that as far as possible his mental ability and educational attainments have been scientifically measured and recorded. If this had not been done in the elementary school before he arrived, I should hope to find that it was done within the first two weeks after he became a member of the school. But not only would I want to know that these facts were ascertained and recorded, but that they were also functioning in some definite way in the educational attention that was being given to the child. Wherever possible I would expect that these measurements, supplemented by teacher observation and judgment, were made the basis of group division in the school so that each child is put to work in a group of ability and advancement approximately equal to his own, and that material for the instruction of each group had been carefully selected and organized. As Professor Van Denburg has so aptly stated, the junior high school is a finding and sorting school where pupils may through actual experience be led to make a more rational selection of their senior high school work or their occupation in the world of industry than would otherwise be possible. "The claims for recognition of such a school, could it be brought into existence, needs no further defense. So much for the child and the relation of the school to him.

It is generally recognized that the junior high school period is the time when the social and civic instincts are beginning to awaken and it is, therefore, the time when definite provision must be made for the direction and utilization of these instincts. The direction and utilization cannot happen in a school by accident. Individual teachers, groups of teachers, and the administrative force must all plan to make definite provision if this phase of the child's well-being is to be cared for. Particularly, this can be accomplished by the utilization of pupil assistance in certain details of the school government, by the organization of clubs along the lines of natural or derived interest, and by occasional group programs and activities sometimes including the whole school.

In planning these activities, as far as possible the student's own ideals should be expressed. Only skillful leadership at this stage of the child's life will be able to bring out the slowly developing, unselfish and altruistic aspirations. Normal children of this age have usually proceeded only a short distance from the strictly individualist point of view. It must therefore be obvious that self government for such a crude, rather unformed citizen can be of only a limited sort. However, it must be such that it will arouse in him a realization of the importance and value of the group and an understanding of his relations and responsibilities to that group. If once a clear-cut group consciousness is established in the school and is reinforced by every means possible it will be a relatively simple matter to assimilate each new incoming group and make the new ones feel the spirit that pervades the entire institution.

There are other problems which to my mind belong peculiarly to the junior high school. Among these is the question of caring for the over age, retarded pupil who is usually of low mentality. Obviously these pupils are sadly misplaced in the elementary school principally because the curriculum of the elementary school is not

adapted to the needs of their age and also because the social surroundings of the elementary school are intended for children and not for youths. If the boy or girl has reached the age of 14 and is still struggling along hopelessly with arithmetic, geography and reading in the sixth grade, it is time for him to be moved entirely out of those surroundings where he has acquired principally the habit of failing. On the other hand, the usual high school organization has no place into which he can fit. The classes there are organized for pupils of normal abilities and ample foundation. The high school courses of study are laid out definitely for skilled occupations and professions. In this race the dullard can have no hope even of acquiring something that may be of value to him in the thing which he may expect to do. Between these two organizations there is the junior high school which can take cognizance of the problem.

The social surroundings more nearly adapted to the age of this type of pupil may be found here. The course of study will embody sufficient manual activities of an elementary and prevocational sort so that he will acquire some things that will be of value to him in later life, provided the course of study is organized in some little corner to meet his abilities. In this way the girl who is going into the shop and probably at an early age will make a home for herself, and the boy who will never be more than a routine mechanic, will have some anchor in knowledge and ability when they leave school. And together with this work, the academic work for these people must be cut and trimmed so that they may work at things within their reach and for which they will have some real use.

I would want to know about a junior high school, furthermore, whether the school is really holding the children better than the old organization did. I would want to know whether the children are enthusiastic about their school; whether they come and stay because they like it. I would further want to know whether the transition to the tenth grade of the senior high school is so easy and simple and well arranged that children survive better in the tenth grade because of the training which they have had in the junior high school.

If the junior high school is in fact to furnish the transition stage between the elementary school and the high school it must recognize the fundamental difference that has existed between these two institutions and their attitude toward the learning process on the part of children. The elementary school has used constant repetition and review. The child is usually helped and carried. He does not develop the ability to reason for himself, but depends very largely upon memory, usually not asking the reason for things. Under the old regime he was plunged suddenly into the high school where most of his study had to be done at home or in study periods quite independently. He was expected suddenly to have acquired the ability to reason and study independently. By some magic between the end of the eighth grade and the beginning of the ninth he must have acquired an entirely new set of abilities so far as attack of subject matter is concerned. The result of this has been that in the high schools of the country nearly 50 per cent of the entire enrollment has been in the ninth grade. The sudden falling off between the ninth and tenth grade has not been due to inability to stay in school or to study, but to unwillingness to study. The task of the junior high school, therefore, must be to take the child who through six years has been more or less carried along, and, gradually, by developing correct methods and habits of study, put him in a position to be fairly independent by the end of the ninth grade. It is for this reason, I believe, that the junior high school is the place for supervised study. The purpose of this supervised study would be to make the child increasingly self-dependent. He must learn the technique of approach and attack of a new problem from those who understand not only the subject matter but the workings of his mind. The teacher who supervises study must know adolescent psychology; must be sympathetic with the child and must understand fully the purpose of study supervision.

Finally, and perhaps most important, I would want to know whether the teachers are enthusiastic about their work and their school. I would want to know whether they are alive and alert to their problems and whether they really sense what the problems are. I would be keenly interested to find out whether they have grasped the fact that they are working in an institution where most of the problems are still unsolved. I would hope to discover in talking with them whether they have really grasped the big idea in the junior high school; whether they sense that the child of this age is essentially different to what he is either before or after; whether they appreciate the fact that this school must meet the needs of this age and that that means that each teacher must do his share toward understanding and solving.

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## COUNTY FREE LIBRARY SERVICE TO SCHOOLS IN CALIFORNIA*

By Julia G. Babcock

The County Free Library system of California was organized to reach the people of the county regardless of distance or ease of access, if they had no library service. Experience has shown that a separate county library is more effective than county service given under contract with a city library. While the latter has worked out happily and successfully in some instances, so many more have been far more satisfactory when organized as separate county libraries that it leaves no doubt as to which method is the better. In the first place it throws the maintenance of the library upon the supervisors, the governing body of the county. They fix the tax-rate; they feel the pulse of the people of their respective districts and of the county as a whole. The separate county library is supported by the people who are served by it. It is their institution. They are not paying for service only as is the case when a contract is made with another library, but whatever books or equipment are purchased belong to those who are paying the bills. It brings it closer to the people who are being served, and they know what it is doing and whether it is accomplishing the work for which it was created. If it isn't fulfilling its mission, they have the power to disorganize it. If they believe in it, and find it of practical usefulness, they can increase its serviceability by increasing its fund.

The county librarian must be certificated by the State Board of Library Examiners before she can be appointed. From the very beginning the librarian studies the county to learn its interests and its needs. Community branches are established at the large centers first if they have no other library. If they have, they are not included in the tax levied for county library purposes, unless they desire this service in addition to what they already have.

There are forty-two active county libraries in the state and two other counties have established county libraries but have provided no fund for the purpose of maintenance.

These libraries give service to communities, large and small, to the schools, and to individuals.

Service to the schools may be illustrated by what one county, best known to the writer, is doing.

Kern county is about as large as the State of Massachusetts, with a population of about 70,000 persons. The county library serves the residents of the county outside of the city of Bakersfield. It has served one hundred and twelve schools in all, but the lapsing of some very small ones and the consolidation of others make the present number ninety-seven. In addition to the schools themselves, a reference collection is provided for each of the school supervisors, namely, of music, art, agriculture, and physical education. Books for the home instruction of children too remote from any school to attend one are furnished by the county library.

These ninety-seven schools are of varying types, from the large school with many teachers and hundreds of pupils, with beautiful buildings, shade trees, velvet lawns, and choice shrubbery and flowers, to the little one-teacher school stranded in the desert or far up in the mountains, with a handful of children. One looks about in these places wondering where the children come from, but if he watches at school-close he will see two or three ride off over that hill, and one or two others start off on the trail at the base of another. Two schools are summer schools, because they are high in the mountains and the snow lies so deep all winter that it is impossible for the children to get through it. On the way to a desert school in the early spring, the narrow road wound through miles of wild heliotrope, of lupins and brodiaea, of purple thistle (a pest in some places, but surely a glory here), all growing to the same height, as if trained by a giant gardener.

The library furnishes for all of them, large or small, far or near, all the supplementary books on all subjects in the course of study, for the use of each pupil, and desk books for the teacher. It provides the method reader, with the aids, charts, word cards, phonetic element cards, and whatever other machinery may be devised by an intensive author or an imaginative publisher for the elucidation of the minds of the many and the everlasting confusion of the minds of

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* The report of the C. L. A. meeting appears on pages 18 and 19.

PUBLIC LIBRARY



the few. I heartily sympathize with the little six-year-old girl who, being asked by her aunt that bromidic question, how she enjoyed going to school, said, "Oh, I like it pretty well, all except that ram, jam, dam stuff."

It is purely voluntary with a school whether it contract with the county library for school service or not, and if it gets in and doesn't like it, it can get out as easily as it got in. Each school has a fund for library purposes, and in the old days it was supposed to be used for the purchase of books. Sometimes they were well-chosen, with the needs of the children in view. Sometimes they were selected for the adults only. There must have been a deluge of Bryce's Holy Roman Empire from the number of copies extant. In some instances, the silver-tongued subscription agent carried away the money and left a set of books never to be looked at again. Their trail is still found in the books turned over as gifts to the county library, of which we make such disposal as seems fitting. Occasionally, the fund was not used for books at all, but to mend the roof or repair the decaying porch, both laudable objects of expenditure but not tending to create literary taste. The 1919 Legislature provided that the fund be not less than twenty-five dollars per teacher nor more than fifty. If the school contracts with the library for service this fund is transferred by the county superintendent of schools to the county library fund. In Kern county the entire fund so transferred is used for the purchase of new supplementary books and when it is exhausted, an effort is made to discontinue the purchase of further textbooks for the year.

The State of California is one of those which provides free textbooks for the pupils, and all other books needed by the schools are provided by the county library. Some legal handicap prevents the state from printing any but United States histories, and in the sixth grade it seems desirable to give the child some view of our historical backgrounds, so the county library furnishes the text. Of new supplementary geographies, there is no end. Various books for the teaching of English grammar and composition are supplied, all tending to sugar-coat by some new device the hard pill of grammatical construction and usage, which we of an older generation swallowed once for all, by committing to memory, rule upon rule, with all of the exceptions of each.

Dictionaries, large and small, are supplied, the unabridged for the school room, small ones for the desks of the pupils. Supplementary books in arithmetic, agriculture and nature study, music, art, fire prevention, morals and manners, hygiene, physical education, manual training and home economics, all, are furnished in the quantities required. Sixteen thousand five hundred and eighty-six were sent to the schools alone in the three weeks of September after school opened. Forty-two thousand had been sent to the schools at the end of March. Transportation both ways is paid by the county library.

Periodicals for teacher and pupil are subscribed for and are sent directly to the school. Maps, either single or in sets, are purchased and globes as well, and these become a part of the permanent equipment of the school.

An experienced children's librarian and story-teller of national reputation is in charge of the children's department of the country library. She selects the books for the boys and girls and makes the collections for the home reading of the pupils. She finds out the number of pupils in each class and fits the books to their needs and desires. She visits the school upon request of the teacher and talks with the children about books and authors, and tells them stories to stimulate their interest in the best books.

Believing in visual education, the library furnishes stereographs for the schools, "600 sets" for the larger schools, and "200 sets" for the smaller ones, and there is also a collection of single cases on various countries and industries. Stereoscopes and guide books are sent with them, and many an obscure point in the day's lessons has been made clear by passing quickly around a class, a stereograph illustrative of the subject. With the coming of the special daylight lantern which throws a vivid picture in color, or in black and white upon the wall of the room, the entire class may have a lesson illustrated in much less time than it takes to tell about it. It opens a whole new field for the use of the collection of slides which hitherto have been used only in the darkened room.

In places where there are branch libraries the pupils are brought to the library by the teacher and are given instruction by the children's librarian in the use of the library. They enjoy the game of finding a book desired on the shelves, and always ask to be allowed to find another title in the card catalog and look it up. The care of books is taught in season and out of season, but the "clean hands" cases at the main library and the larger branches are found to be much more effective than any amount of talking. Only those with immaculate hands may have access to the beautiful books in these cases. "Goop" book marks are often placed in out-going shipments of books and though everybody loves the goops, nobody wishes to be one.

The library supplies music records, and music rolls to the schools, the branches, and to individuals desiring them. There is close co-operation with the supervisors of music and the schools, and records are used for music appreciation, for marching and folk dancing, and are frequently used in the high schools for rhythms in typing and penmanship. There is a supply of the little "Bubble books" just for pure joy. The children love them and so does everyone with the heart of a child.

One of the most interesting experiences has been with the schools for the children of migratory laborers. The first one in Kern county was for the children of the cotton pickers at the Hoover farm. A large tent was erected having windows, screens, and a stove. Some of the children were white, some were black, some were Mexicans of the peon class. Some had been at school somewhere, some had never been in any school, and many did not know a word of English. The wonders accomplished by the devoted, merry, little teacher could not be told in a brief space, but in a few short weeks the children had learned much of the English language and more of school habits than they had ever known before.

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## PRINCIPALS OF STATE OF CALIFORNIA VS. BOOKMEN PRESENT A PARAMOUNT FEATURE BASEBALL GAME AT THE YOSEMITE CONVENTION ON MAY 17, 1923—A MORBID REEL OF ANNOYING FEATURES.

By W. M. Culp

O, Baseball—the annual classic of the Principals' Convention of the sovereign State of California was won against the assembled bookmen of the West at Yosemite on the 17th day of May, 1923.

It was a day of unusual brilliance. The sun was shining warmly and pleasantly in that kingly gorge of superlative splendor. The action took place in an emerald meadow ankle deep in bush grasses, through which ambled an ice-cold stream with muddy banks. Blue violets and blossoming strawberry vines looked up backwards towards the Royal Arches and North Dome. The surrounding woods glistened in greenness and horses grazed looking wonderingly at the strange doings of men, and even the dogwood seemed to bark.

The team of the principals in cubic contents were many cubic measures superior to that of the bookmen, caused presumably by the fact that the bookman is of the roving type and the principal has sedentary habits—as it has been said, he has stayed as long as six years in one spot.

In the selecting of his team Manager W. E. Hester of Mountain View showed rare judgment. At first was J. H. Jantzen of Colton, a long gentleman with a reach of several rods, who never let a ball get past him, even if it was in the heavens above or in the regions thereabouts. At second was Rufus Mead of the John Muir junior high school, Pasadena, a quiet man of talkative proclivities, gently argumentative at times with the umpire. A third was J. C. Reinhard of the Central junior high school, Los Angeles, who as a batter and runner emulated both Dempsey and Paddock. At shortstop was wedged in that little fellow, Raymond B. Leland, of San Jose, a slight lean here and then one there, and any ball movement in that region was blocked. As catcher, Guy J. Roney of Half Moon Bay, showed that there must be little moonshine in his environs, as he was able to see and hold on to every ball. L. E. Adams of South San Francisco, as pitcher, showed his old Texan League form, and was rarely in trouble. Manager Hester relieved Mr. Adams in the pitcher's box rather late in the game and thereby lost eight pounds. In right field W. L. Glascock of San Mateo gave an exhibition of fine polo playing. He made a most handsome appearance and was an honor to his home team. Edwin Williman from Pescadero in center field made several marvelous catches and was the nemesis of the bookmen. John S. Malcorn of San Juan Capistrano relieved Jantzen at first and proved his foot-ball prowess by also letting nothing pass him. In left field Neil O. Best of Colma was able to run down any ball hit. In all the principals' team manifested a remarkable knowledge of the rudiments of the game, such as running, ducking, sliding, talking and scoring.

The team of the bookmen, on the other hand, was of the diplomatic, negotiating type, possessing less of scoring power and more of the milk of human kindness. Manager A. A. Belford of Rand McNally, seeing that the principals needed training, decided that the tactics to be pursued were to make the principals run around the bases as much as possible. In accomplishing this purpose the bookmen were unusually successful, the course being made twenty-six times by puffing principals.

Upper group—F. A. Rice, Ralph Works, A. Allen, John Beers, Charles Beers, A. A. Belford, A. H. Morosco and A. C. Hamilton. bookmen.

Next group—W. E. Hester, E. Williams, G. H. Jantzen, Rufus Mead, L. E. Adams, R. B. Leland, Neil O. Best, Guy Roney, J. C. Reinhard and Guy Hudgins, high school principals.

Next two groups—The men in action.

The bookmen's team presented a strong line-up. John Osborn of Silver-Burdette occupied first, Roadman of San Francisco second, John Beers of Macmillan third, and Charles Beers of Rand McNally shortstop. In left field was A. H. Morosco of Allyn & Bacon; in center field, F. E. Rice of Ginn alternated with T. C. Morehouse of Macmillan; in right field was A. C. Hamilton of Allyn & Bacon. As a pitcher the bookmen had Ralph Works of Rand McNally, one-time leading pitcher of the American League. As catcher Roadman of Sanborn, A. A. Belford of Rand McNally and A. K. Allen of Houghton-Mifflin alternated. Carrying out Manager Belford's instructions, the bookmen endeavored to let the principals hit as many balls as possible and also endeavored to catch as few as possible, being determined to secure their allotment of exercise by running after the ball.

As umpire, Guy Hudgins of National City officiated in a commendatory manner. Being a principal and once a bookman, he was unprejudiced and was able to call a ball a strike or a strike a ball with great dignity and calmness. In sitting down behind the pitcher in the act of carrying out the duties of his office, he was able to see the ball perfectly through the broad back of the pitchers. If the big league umpires would just follow his example of applauding various plays, they would be looked after more tenderly than at present. On the whole, we know of no better or worse umpire in the whole state.

Of the game proper, little can be said on both sides. Roney of Half Moon secured two runs in the same inning and also knocked a home-run. Leland of San Jose was the "Babe Ruth" of the principals, making four runs, one of which was a homer. Reinhard of Los Angeles was another of the wizards, who made two runs in the same inning. The principals only secured seventeen hits and two walks and by great effort squeezed through twenty-six runs.

The bookmen made as few runs as possible in carrying out their strategic designs. Works of Rand McNally made two runs and A. A. Belford of Rand McNally one more. At one time it was thought that the bookmen would desert their Normanistic tendencies, for in a desperate rally (being only nineteen runs behind) with three men on base they had the principals fighting frantically against a threatened catastrophe. Fortunately for the bookmen, a double play by the principals relieved this anxiety.

The keeping of the score—a most delicate operation in this case—was ably done by "Bud" Chapman of "Frisco." Through the courtesy of A. A. Belford of Rand McNally, several pictures depicting this epic event were taken.

In retrospect, we must say we have rarely seen such a ball game. Spectators were dazzled with the brilliance of the event and much favorable comment was made in regard to the altitude and the surrounding beauties of nature.

## CALIFORNIA WINS FLAG AT INTERNATIONAL KINDERGARTEN CONVENTION

California was awarded the flag for special merit for having the most delegates who traveled the greatest distance at the Thirtieth Annual Convention of the International Kindergarten Union, held in Pittsburgh, Pa., April 16-20. The registration totaled 642, representing nearly every state in the Union. Miss Florence A. Kuss, chairman of the kindergarten section, City Teachers' Club, Los Angeles, attended the convention as the delegate from that city and her trip was financed by the City Board of Education. Miss Barbara Greenwood of Los Angeles was elected second vice-president. Other officers elected were: president, Ella Ruth Royce, Pittsburgh; first vice-president, Caroline W. Barbour, Superior, Wis.; second vice-president, Barbara Greenwood; recording secretary, Mary G. White, Chicago, Ill.; corresponding secretary and treasurer, May Murray, Springfield, Mass.; auditor, Allene Seaton, Louisville, Ky.

The International Kindergarten Union is building and equipping a community house in Lievin, France. During the war the Kindergarten Unit reached approximately 30,000 refuge children. The Unit now has four temporary buildings and a tent. A model school with an official training course for kindergartners has been organized. The books in the library are the only ones in the city. It is planned to erect buildings of stone before the work in France is completed. For this work $80,000 is needed. Contributions are to be sent to the Kindergarten Unit, Inc., 166 Montague street, Brooklyn, N. Y.

Californians attending the convention were: Ida Mae Brooks, Pasadena; Mrs. Marion Stafford, Oakland; Miss Wood, Richmond; Florence A. Kuss, Los Angeles.

## THE KINDERBAND OF SOUTH PASADENA

With the purpose of interesting little children in music and of teaching them rhythm, the South Pasadena school system has formed the Kinderband. This band is composed of eighty kindergarten and first grade children who, following their little leader, have a repertoire of seven pieces.

George C. Bush, city superintendent of schools, brought the idea of the Kinderband back with him from the Superintendents' Convention. He declares that the South Pasadena band now rivals that which he heard in Chicago. He has added several ideas to the original and now the band is a unique feature in both the schools and musical circles in the south.

This is the only Kinderband in the West, and it is probably the only one in the country that has a child leader, and little children who play solos on their instruments.

Instruments are miniature cymbals, tambourines, castinets, tenor drums, chimes, bells, chop sticks and sand-paper blocks. There is one saxonette and one violin. The young musicians are grouped according to their instruments and the air is played on the piano.

Beethoven's Minuet is one of the selections this band can play, and so great has been the demand for performances that the Kinderband has recently played before the State Federation of Music Clubs, the Community Theater in Pasadena and for the radio.

George C. Bush has organized the first and only Kinderband in the West. Here are the eighty little musicians of the South Pasadena schools ready for a performance.

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Miss Theodora Wackerman, Department of Commerce, Roosevelt Junior High School, San Diego, California.

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Miss Georgia D. Barker, Fresno Public Schools, Fresno, California.

Typewriting for its own sake, and typewriting as an ally of English, is the basic idea behind this new book.

(Prescribed by the State Board of Education for first year typing, January, 1923, Bulletin)

THE GREGG PUBLISHING COMPANY
Phelan Building San Francisco

# The School With a Fairy Godfather

Model Rural School Donated to Children in Contra Costa County

By Ruth Thompson

We have all heard of Cinderella and her fairy god-mother — but how many of us have heard of a group of children with a fairy god-father?

More than twenty miles from Martinez in Contra Costa county, tucked in amidst hills covered with waving wheat and barley and backed by mountains of fantastic and beatuiful contour, there is a small, gray, one-room, one-teacher school. This school has pupils numbering something over twenty children and each child is the happy possessor of a fairy-god-father.

Indeed, T. D. Carneal must feel something like the "Old Woman in the Shoe," for many pairs of bright eyes look up at him in grateful ownership as he enters the little gray-walled school which he has built for the community.

Being "master of all he surveys" in that particular portion of the world, Mr. Carneal cast around in his mind some time ago to discover what he could do that would give the most happiness. It had long been his plan to build a school for children. This idea took form in his mind and was carried into execution a little more than one year ago. The result of that idea and its execution is what is probably the best built, best equipped, and the neatest and happiest little school in the state of California—and perhaps elsewhere.

It was a beautiful day when County Superintendent W. H. Hanlon and Mrs. Hanlon drove us to see the Hillside district school. Perhaps it took an hour to ride along the smooth highway through small towns, past orchards of walnut trees and cherry trees laden with ripe, red fruit, past fields of green, dotted with well-fed, lazy cattle and past hills of indescribable colors in the varying sunlight of a summer's day.

We rounded the curve of the road and came in sight of the little gray school house. Its belfry tower stood sharply outlined against the blue sky and the sloping red roof added a splash of live color in so peaceful a scene.

Mr. Carneal, the donor of the school, made us feel welcome, as did the young teacher, Miss Anna Zales, who greeted us with a dignity and charm that made one feel quite at home. Mr. Carneal modestly remained in the background and asked Miss Zales to show us the school plant. Then followed an hour of surprises and pure pleasure at viewing a school so perfectly designed for education and pleasure, combined in one.

The school grounds consist of three acres. The land is fenced neatly and securely with gates on each of four sides. A three-walled gray shed has been built to shelter the horses and conveyances that carry the children to school. A windmill pumps water for the children and an acetylene plant furnishes gas for light both outside and inside the building.

The school itself was erected at a cost of $15,000. It is constructed of reinforced concrete and is substantial enough to last several centuries. The benefactor was the designer of the building and as he humorously says, "the mission style of architecture was the point of departure," in the planning.

**The Hillside District School is built of reinforced concrete and should house children for generations to come.**

Two long, low arched porches flank the school at either end. From the front porch one enters the large, light, airy school room. One entire side of the room is composed of windows. These are well screened. They extend from almost floor to ceiling and they open outwards in the upper two divisions. The floor is neatly covered with battleship linoleum; the desks are movable and adjustable so they can be made into comfortable chairs for community gatherings.

Rooms opening from the class room include: a cloak and wash room for both the boys and girls, with outside entrances also; a teacher's rest room, daintily furnished with desk, table and rocking chair and windows hung with pretty curtains; a library with built-in book shelves and cupboards and a library table and chairs.

But though this is a county school and the regular county work is carried on in the most efficient manner, there are things in this school that other county districts do not possess. This, however (for you have read of Cinderella), is the way with those who have fairy god-mothers—or god-fathers —connected with them.

Some of the privileges that the twenty-four children of the Hillside District school enjoy are:

A PIANO-PLAYER—that the children can play when they choose, and a large selection of music rolls. Many of the children are of Danish parentage. They enjoy their national hymn, but it could not be obtained, so the good provider had that record made and now the "Dannebrog" is one of the popular pieces.

A RADIO—is to be installed in the near future. This will be for the use of both children and adults.

THE LIBRARY BOOKS—are all furnished by Mr. Carneal, as are many of the best magazines.

THE DRINKING WATER—is always cold. Why? Because the fairy god-father is resourceful and inventive. He has had drinking fountains placed in the school grounds. Around the main water pipe, other pipes wrapped in burlap are placed. The water playing on these pipes keeps the water cool.

THE BASEBALL GROUNDS — afford opportunity for many a good time for the national game is popular even with those in the process of Americanization. Two gates have been especially made leading to the fields beyond for the convenience of the boys when the ball soars beyond the three-acre limit.

A GAS PLATE—on which hot meals either for the school children or for refreshments at a party may be prepared. This is an added comfort for the clubs and dances held in the school house.

Outside the children have planted a border of chrysanthemums around the school building. A window box of large proportions is a riot of sweet peas climbing healthily wherever their tendrils can attach themselves. Forty-eight walnut trees have been planted by the county—the one gift it was allowed to bestow. The parents graveled the grounds near the building.

Mr. Carneal, in every particular, carries out his theory that the children of elementary school age should have the best there is. He declares that those older persons interested in higher education can do something to help themselves in the satisfaction of their desire to better themselves but the young children are at the mercy of their elders.

With the setting, the building, the equipment all perfect and in harmony there is one other thing necessary, the lack of which would be strongly felt. That is, the teacher. Mr. Carneal and Mr. Hanlon feel themselves fortunate in having one who cooperates in the idea of a model rural school to the fullest extent. Miss Zales graduated from the San Francisco normal school three years ago and has taught in the Hillside district since that time. She was the instructor in the old country school house before the present building was erected. One of her suggestions in the school room is the screen cases which cover the chalk rests at the black-boards. These cases open upwards when it is necessary to clean the chalk dust from below. The chalk rests on the screens. The arrangement is both sanitary and convenient.

The twenty-four children appear as contented as two dozen children could be. They are of Portuguese and Danish parentage and the work of Americanization to the sons and daughters of the hardy farmers

These children of the Hillside District have the modern equipment of a city school.

of the district is probably a seed planted that will bear good fruit—at least the fairy god-father thinks so, for he places great confidence in his "renters," and they are farming the surrounding acres with diligence and with good results.

After viewing the school and the surroundings we were taken to a nearby farmhouse for dinner. It seems that Mrs. Banke and her meals are an institution in that part of the country. If she had not already made her reputation she surely would have made it that day, for her home-made bread and butter, her salad and meat and whipped cream cake were beyond compare. Outside in the cottonwood trees the birds were singing while we dined, the lambs were frisking about their mothers, the chickens ruffled their feathers in hollows of warm dust, the dog lay asleep in the sun; and within we were just as much at peace for had we not caught the atmosphere of the one with us who had created through his kindness and generosity a harmony which the world can envy? It is as the poet sings:

"Whene'er a noble need is wrought,
Whene'er is spoken a noble thought,
Our hearts in glad surprise,
To higher levels rise.

"The tidal wave of deeper souls
Into our inmost being rolls,
And lifts us unawares
Out of all meaner cares.

"Honor to those whose words or deeds
Thus help us in our daily needs,
And by their overflow
Raise us from what is low!"

---

Four hundred and fifty children will graduate from the eighth grade to the high school in Contra Costa county schools this year. Graduation of pupils has increased 43 per cent, W. H. Hanlon, county superintendent of schools, states. "We have the highest rate of average daily attendance of any school in California," Hanlon said; "the schools are holding the interest of the children. This is a marked improvement over former conditions." The majority of the children in Contra Costa country are of foreign parentage.

## J. W. LINSCOTT RESIGNS AS SCHOOL SUPERINTENDENT

Having been in service in the schools of California since 1869, J. W. Linscott, city and county superintendent of schools in Santa Cruz, resigned from his position at a recent meeting of the local school board. The resignation is to take effect August 31. Mr. Linscott's resignation was accepted with regret and he was unanimously elected superintendent emeritus and dean of the high school students.

J. W. Linscott is one of the well-known educators of California. He was born in Maine, but came to this state as a young man and immediately became connected with the school system. In 1872 he was elected principal of the Watsonville schools. In 1882 he was elected county superintendent, though he still held his position as principal. In 1906-1907 he was principal of the Santa Cruz high school and supervisory principal of the grade schools. When the city charter in 1907 created the position of city superintendent of schools, he was elected to fill it and has held the position since that time. He is a former president of the California Teachers' Association and dean of the school superintendents of the state. In 1919, the fiftieth anniversary of his public school service, the superintendents of California, under the leadership of James A. Barr, gave Mr. Linscott a beautiful testimonial of his services.

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Dr. Raymond Francis of the University of California is directing the mental measurement test in the schools of Contra Costa county. The schools will enter, next fall, on the second year of a four-year program. It is expected, when the findings are completed, that the results will point to better ways of handling individual pupils. The curricula will be re-written to meet the needs as revealed. So far the tests have revealed the fact that the low grade children do more according to their ability than those of higher grades accomplish.


# "Spring came on forever"

says Vachel Lindsay. And when the spring term is slowly drawing to a close, it seems as if it might always be spring—and never summer vacation-time.

However, June is here at last. We hope you can put it to good use in a pleasant and restful vacation. And that in the fall you'll return freshly enthusiastic to the problems of teaching.

When fall does come, we shall hope again to serve you. Perhaps BANK STOCK School Stationery has lightened your work somewhat this past year. At any rate, we trust it may do so next term. For the same neutral tinted paper that protects the sight of your pupils from harmful glare, will protect the eyes of the teacher.

If you wish different blank books for fall, let us know your needs and we'll gladly send samples. BANK STOCK serves pupils and teachers. And we appreciate your use of its service.

It is with hearty thanks for your friendliness toward BANK STOCK this past year that we wish you a successful vacation.

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The new $100,000 grammar school at Tracy where F. A. Lattin is superintendent of schools. The building was dedicated in April and is so constructed that it can have additions built when increased enrollment demands. The school covers one-half an acre in a four-acre plot. Departmental work in the fifth, sixth, seventh and eighth grades will be conducted here. Mrs. Mae Turner is principal of the school.


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## A. J. CLOUD, ACTING SUPERINTENDENT, GIVES A PARTING WORD TO THE TEACHERS OF S. F. IN APPRECIATION

The spring term 1923 is rapidly drawing to a close.

In a parting word as acting superintendent of schools, I desire to give acknowledgment to the beautiful spirit of cooperation which has been manifested towards me in the highest degree by all members of this department. This spirit has reigned without dimunition throughout the period of my tenure of office. I take this means of expressing heartfelt appreciation.

I trust that all may derive great benefit from their vacations, and that, when the fall term opens, they will return revived and refreshed, in body and spirit, to resume their fruitful labors in the interest of young womanhood and young manhood.

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## WESTERN SCHOOL NEWS

Dr. Kemp, president of the San Jose State Teachers' College, has been elected dean of the department of education of the University of California. Dr. Kemp is a clear thinker, practical educator, and meets all problems in a common sense way. While conservative as a rule, he is, however, a strong advocate for the abrogation of the rule adopted in many cities which excludes married women as teachers, and believes that marriage should be an advantage to a professional teacher, not a hindrance.

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The maximum elementary school teacher's salary in South Pasadena has been raised from $1800 to $1900. The high school salary maximum is $2500. The South Pasadena board of education believes in constant improvement and progress even when it involves increase rather than decrease in expenditure, Superintendent Geo. C. Bush declares.

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Benjamin Brown, well known artist in Southern California, has presented one of his pictures to the elementary school library in Pasadena, where Miss Cosby L. Gilstrap is librarian. The atmosphere of the library is one of its attractive features. Not only does Miss Gilstrap believe in the best in literature, but her interest in pictures is testified by the walls where a number of prints and pictures hang that compel attention. Pottery exhibits, together with some of the work of the best art students, find a place in this library. "This is not a study hall," Miss Gilstrap explains, "but it is a place where students and teachers may come and browse among the books. We want to make this an attractive place. The teachers cooperate with the librarians in this idea. We still have many plans for our pictures and books."

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Excellent and grammar grade Zaner certificates in penmanship have been granted to 56.48 per cent of the pupils in the Emerson school, Bakersfield. Mrs. Porter Munsey is the penmanship teacher and she has accomplished unusually good results in her work. Samples of handwriting are kept on file and will be given to the children at the close of the school year. These samples of writing show clearly the marked improvement in penmanship. Some of the exercises are practiced to the music of a phonograph. Eighth grade children have made rapid progress and 14.8 per cent of these hold high school certificates.

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Two bond issues amounting to $110,000 have been voted in South Pasadena for six acres to be used for athletic grounds. The acreage is near the South Pasadena high school. The present athletic field is to be used for expansion in building. A new $85,000 elementary school is to be erected in the near future on a site already assigned to school purposes, Superintendent George C. Bush states.

Formal dedication of the new $200,000 union high school was held in Manteca recently. The dedication was a community day and people assembled from all points of the county to take part in the dedication and enjoy the program which was provided. The building was thrown open for inspection in the morning and a program was given in the auditorium. Dr. E. P. Cubberley of Stanford University delivered the address of the day. The P. T. A. served lunch to 1500 persons. Athletic events and a costume party concluded the festivities. George W. Linn, principal of the Manteca union high school, declares that this dedication was the largest community gathering ever held in Manteca.

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School building activities in Santa Cruz include a new manual training building for the high school and a two-room addition to the Garfield Park school.

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Dr. Virgil E. Dickson's new book, **Mental Tests and the Classroom Teacher**, which is being published by World Book Company, is now in press and will be available July 1. Every teacher and administrator in the land should read this book. Dr. Dickson is connected with the Berkeley school department.

---

Two new schools will be opened in the fall in Santa Monica, according to Miss Hamlin, supervisor of elementary school work. These schools are the John Muir and the new McKinley school.


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GREETINGS

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### THE N. E. A.

The National Educational Convention will meet at the Auditorium in Oakland on July 1 to July 8, and a number of sessions will be held in the Civic Auditorium, San Francisco.

W. B. Owen, the president, has arranged to have as leaders Charles H. Judd of Chicago, John J. Tigert, U. S. commissioner of education, Payson Smith of Massachusetts, A. O. Thomas of Maine, Thomas Finnigen of Pennsylvania, Florence Hale of Maine, Edith McClure of Dayton. Hon. Will C. Wood will deliver the address of welcome.

Local committees are at work preparing for the entertainment of the guests. Mrs. M. M. FitzGerald, chairman of the reception committee, with her aids and assistants, are making great preparations for entertaining the thousands of guests. The Catholic Women's Professional Society will keep open house during the entire week, and Oakland and San Francisco will put forth their best endeavors to entertain the guests during the convention week.

---

C. H. Neilsen has won his contention that he is the legally elected superintendent of Butte county, and has succeeded Irwin Passmore. Mr. Neilsen was formerly a member of the faculty of the Chico high school. He is a young man of excellent qualities and pleasing personality and will undoubtedly make a success as an administrator.

---

Superintendent-Elect Joseph M. Gwinn of San Francisco was highly honored by testimonials and remembrances in New Orleans recently. He issued a farewell address that showed fine feeling and keen sympathy. A man who leaves friends and loyal supporters in one city will find them in another. Mr. Gwinn will arrive here July 1st to assume the duties of his office. The event will be somewhat overshadowed by the meeting of the N. E. A. However, there will be receptions, etc., in honor of the new superintendent. The San Francisco Teachers' Association recently passed resolutions of congratulation on his appointment and sent him pledges of loyal support. This is the association of which Edith Pence is president. It was organized some years ago by Aaron Altman, Mrs. M. M. FitzGerald, Alice Rose Power, Louise F. Bray, Genevieve Carroll, Fanny Mooney and others.

The visitors to the N. E. A. will be interested in knowing that San Francisco is one of the first cities in the world to recognize the principle of the old English school master, Buchanan, who said, "You can only govern with the consent of the governed." Following this principle, Mayor Rolph appointed to the governing board of the schools a member of the active teaching force, and the people elected her by a big majority. The principle of self-government is so well established that it is worthy of comment that so few teachers are placed on governing boards. It is only through teachers taking an active interest in governing activities that unfair salary schedules, obnoxious rules, arbitrary and bad regulations can be avoided.


# The Story of COFFEE and TEA

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While the early history of coffee is somewhat obscure, the consensus of opinion is that the world is indebted to Africa for coffee. Although the article did not come into use as a beverage until about the fifteenth century, it is supposed to have been introduced from that country into Arabia previous to the year 900 A.D. About the year 1650 coffee first appeared in England ---During the next one hundred years the growing of coffee spread into all parts of the tropical world as shown upon the map on page four.

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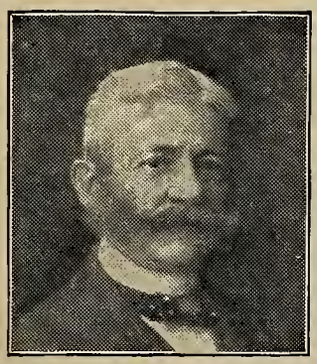

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The Lions Club, Howard F. Worth, president, has inserted a page ad in the New England Journal of Education on Governor Richardson's attempt to switch the taxes from the corporations to the individual and from the state to the counties.

---

Edgar T. Boughn closed a very successful year at Fort Bidwell high school. The trustees and parents insisted on his returning for another year and offered an increase of salary. Mr. Boughn will spend his vacation with his family in Southern California. He has had an interesting and successful career as teacher and will not decide for some time in reference to his work next year.


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## THE SANTA CLARA VALLEY SCHOOL MASTERS

The Santa Clara Valley School Masters gave a luncheon on Saturday, May 14, in the Commercial Club, San Jose. Mr. Darrell Sedgwick, president of the club, presided. He is the principal of the Cupertino Union School district and is a young man of fine personality and excellent ability. Ernest Cuthbertson of Campbell Union was elected to succeed him. Assemblyman Wright and Senator Jones were guests of honor and gave a good account of their work for the public schools during the recent session of the legislature, and advocated immediate action and organization for a referendum on the Bromley Bill, which makes all state appointive officers subject to removal by the Governor. The Santa Clara School Masters pledged enthusiastic support of the referendum. Superintendent Walter L. Bachrodt of San Jose spoke with great earnestness for the referendum. W. P. Cramsie, principal of the Longfellow school, San Jose, introduced Harr Wagner as the speaker of the day, and he gave a short address on "Brighten the Corner Where You Are."

The Santa Clara School Masters are live wires and progressive and are going right ahead in spite of Richardson's anti-school budget.

---

"The Effect of the Physical Makeup of a Book Upon Children's Selection," by Florence Eilan Bamberger, is the title of a bulletin of 160 pages issued by Johns Hopkins University. It is one of the latest and most unique studies in education edited by Edward F. Buckner. The bulletin discusses every phase of the makeup of a book, material, color, size, etc. Paragraph 11 says: "The physical makeup of the text book seems to exert a negative rather than a positive appeal. The Elson Reader was ranked very low. . . ." The evolution of the various factors in the makeup of a book for primary children is very interesting.

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The new Roosevelt school building in Bakersfield, which has been erected at a cost of $45,000, will be ready for occupancy in the fall, according to Superintendent C. E. Teach. The first four grades and the kindergarten will be housed in the school. Miss Ruth Harding, formerly of Santa Ana, will be the principal.

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The experiment in thrift and school banks which was tried out by Mrs. June M. Schley, principal of the Emerson school in Bakersfield, proved so successful that C. E. Teach, city superintendent, has determined to install the system in other schools, including the Kern county union high school.

---

H. G. Clement, city superintendent of Redlands schools, wrote a sketch which was recently produced in the Redlands schools by the children.

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RENO PHOENIX

## WESTERN SCHOOL NOTES

Two new elementary school buildings will be erected at a cost of $140,000 in San Bernardino, where Perry Davis is superintendent. The voters broke all records in that vicinity when they voted twenty-two to one in favor of the bonds. The building will be completed in the fall. Davis is also a member of the San Bernardino county board of education.

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Kern county children excel in making posters, according to results achieved. Posters made by the Kern county school children took first place in Fresno on Raisin Day. Officials from Sacramento chose health posters made by Kern county children for advertising purposes. The office of L. E. Chenoweth, county superintendent of schools, is made attractive with posters of desert scenes within the boundary of the county. Colorful bits of Red Rock canyon are well executed.

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Two features in Kern county school work this year are the school lunches and the survey of the children according to intelligence and progress. The parent teachers' associations are active in the school-lunch work. Nine of the county schools serve milk at noon; twenty-six schools serve hot lunches. A health survey has shown the need of more and better food for children.

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Kern county track and field meets were held in four points of the county recently. The location of the various meets were Taft, Mojave, Bakersfield and Kernville. Pennants were awarded to winners in the meets.

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SOURCE INFORMATION FOR TEACHERS—BOOKLET ON COFFEE AND TEA CULTURE GIVES INTERESTING FACTS

A new booklet issued by Hills Bros., wholesalers of coffee and tea, who have in past years distributed a series of post cards and exhibits on coffee and tea, that were found to be of great value by many teachers, is most complete in its information, going into detail regarding the growth and preparation of both articles.

The story of coffee commences with a condensed history of the berry and explaining, that although the facts are obscure, the concensus of opinion is that the world is indebted to Africa for coffee. Its development is outlined, and by means of a map, the large amount of territory devoted to coffee culture is illustrated. Other important facts are told and a subject not before covered is explained the propagation of the tree.

The material for both the coffee and tea article was secured first hand by Mr. R. W. Hills, one of the two brothers, A. H. and R. W. Hills, who are founders of the firm of Hills Bros, and who have devoted a lifetime to coffee study and research, spending many years in coffee and tea producing countries.

In addition to these articles, a substantial portion of the book is devoted to coffee recipes originated by Mrs. Ida C. Bailey Allen, who prepared them for distribution by the National Coffee Roasters' Association. This article should be of particular interest to teachers of domestic science.

The announcement of the booklet appears in this issue and your attention is directed to their offer extended to all educators.

NOTES OF N. E. A.

Under the auspices of "The Teachers' Association of San Francisco," Miss Edith E. Pence, president, a luncheon in honor of the foreign delegates to the World Conference on Education will be given at the Fairmont Hotel at half-past twelve o'clock Saturday, June 30, 1923.

The International Health Education Conference, Dr. Thomas D. Wood, chairman, Miss Sally Lucas Jean, secretary, will have a banquet at Fairmont Hotel at half-past six o'clock Saturday, June 30, 1923.

The Educational Department of the city of San Francisco will tender a large informal reception to the members and the delegates of the National Education Association and World Conference on Education at Fairmont Hotel from nine until twelve Monday evening, July 2, 1923. Mrs. Mary M. FitzGerald, chairman; Miss Edith E. Pence, vice-chairman, San Francisco reception committee.

The Pacific Division of the Junior Red Cross, Miss Mary Concannon, director, will give a luncheon Monday, July 2, 1923, at Hotel Fairmont, at half-past twelve o'clock.

Mrs. Cora Wilson Stewart, chairman of the Illiteracy Commission, National Education Association, has arranged for a luncheon to be given Tuesday, July 3, 1923, at half-past twelve o'clock, Fairmont Hotel.

Mr. Arthur H. Chamberlain, secretary Council of Education, C. T. A., has arranged a dinner for the State Board of Education, Tuesday, July 3, 1923, at half-past six o'clock.

The National League of Teachers' Associations, Mrs. Emma L. Dacre, president, will give a luncheon at Fairmont Hotel at half-past twelve Wednesday, July 4, 1923.

The National Council of Administrative Women, Mrs. Mary D. Bradford, president, will hold a reception in honor of the Foreign Women Representatives of the World Conference on Education at Fairmont Hotel, Wednesday afternoon, July 4, 1923, from four to six.

Under the auspices of the San Francisco School Principals' Association, Major Joseph P. Nourse, president, a dinner in honor of visiting principals and their friends will be given at half-past six o'clock Thursday evening, July 5, 1923. A. J. Cloud will be the toastmaster and Superintendent James Marr Gwinn the guest of honor.

*Just Published*—Applied English

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# BOOK REVIEWS

## MAN'S COUNTRY

"Did I Marry a Man or a Business?" is the theme of the romantic story that hits peak after peak in twenty-five chapters of the story written by Peter Clark MacFarlane and published by the Cosmopolitan Book Corporation, New York. Price $2.00.

The story has as its background a Detroit boy, George Judson, building up in a romantic way a big business in the manufacture of automobiles. He marries Fay Gilman, an idealistic heiress, who becomes dissatisfied with her husband because he devotes too much time to business and not enough to her social activities. This leads to many complicated and interesting situations, including the first appearance in fiction of the psychoanalyst with a mission and an interpreter of dreams, with a real Joseph effect. There are some vigorous pen pictures when George learns that his wife, not his business, holds in her hands his happiness. It is then that he sees himself as a hell-paver. The letter written by Fay to her husband is one of the very strongest literary ventures in correspondence that has ever appeared in a novel. The choice of words, the keen, accurate translation of emotion, the subtle tragedy in the woman's heart, are all of the kind that appeal. The husband and wife find in their home the Garden of Eden. The story is worth while. It is a story that should be placed on the shelves of our school libraries rather than the sex problem or the substanceless, gelatin-like modern novel. Here is a novel that has strength, romance, interpretation of character and a running comment true to the accounting department of the personal and financial responsibility of a growing and successful business. It is a novel of entertainment, of value on the informational side and of value in the high standard of literary workmanship.

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**High School Commercial Education,** by R. G. Walters: Administrative problems are dealt with. There has been a dearth of material dealing with the practical side of this question. "High School Commercial Education" solves problems that the commercial teacher has to meet daily. (Isaac Pitman & Sons. Price $1.25.)

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**The Three Children of Salu, Around the Year in Northern Italy,** by Carol Della Chiesa: The author of this book is a native of Italy and gives first-hand information on customs, traditions, peasant life and geographical aspects of that country. Three children are the center of interest and their experiences day by day give the author the opportunity of giving an authentic picture of life in Italy. Children from twelve to fifteen years of age will enjoy the story. It is a good book for supplementary reading and geography. Pen and ink sketches by A. Helene Carter, who took a trip to the country described to get the atmosphere, enhance the volume. The book is an addition to the "Children of the World Series." (World Book Co.; price $1.00.)

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**The Silent Readers: Third Reader,** by William D. Lewis, deputy superintendent of public instruction, Pennsylvania, and Albert Lindsay Rowland, director bureau of teacher training and certification, department of public instruction, Pennsylvania: Efficient silent reading is the object of this series of silent readers. Each selection has suggestions for study in questions, word lists and an introductory paragraph which contains information of the story or the author for the children. Many of the stories are standard, such as "The Ugly Duckling"; The "Traveling Musicians"; "The Elves" and "The Shoemaker," etc., but there are a number of stories that will be absolutely new to third grade readers. One of the features of the book is the activities which the children are to read and carry out. The test of their reading is shown by the resulting activity which is performed for class criticism. The illustrations are for the most part full page; the book containing about thirty-five of them. The type is large and clear. (The John C. Winston Company, Philadelphia.)

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**Stories of Wild Flowers Children Love: A Science Reader for Primary Grades,** by Katherine Chandler: Written in a style which will delight children, containing a wide variety of information about the flowers that all children see in the gardens and fields, this latest book by Katherine Chandler should find its place in the school room, in libraries and in homes. Parents will find that the material is of interest to them if they take walks with children or raise flowers in the garden; teachers will find a simple way of explaining flower phenomena that rivals a fairy story. Pertinent questions as the stories proceed, keep the mind of the child active and busy while he is receiving actual information. Appropriate quotations which create interest in nature as sung by the poets, twenty-five good illustrations and a chart showing the different parts of a plant, add to the value of the book. Katherine Chandler has written several successful books, which include "Habits of California Plants"; "In the Reign of the Coyote: Folklore from the Pacific Coast"; "The Bird-woman of the Lewis and Clark Exposition," and "As California Wild Flowers Grow." This is the most primary volume on flowers and third grade children are not too young to read and enjoy it. (B. Blakiston's Son & Company, publishers; price $.96.)

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Charles Mills Gayley, professor of English, University of California, has retired after many years of distinguished service as a teacher. He has, however, always been a severe critic of the public schools, and his farewell speech was a denunciation of the teaching of English in the elementary and secondary scools. His attack on the accrediting system may have constructive value. Nevertheless, seventy-five per cent of the teachers of English in the secondary schools in California were trained by Dr. Gayley, and their failure is a reflection on the training in his department. Prof. Gayley is really a believer in the aristocracy of education, and the education of the masses is not a part of his philosophy. He believes in the education of the select few, while the people today believe in the greatest good to the greatest number.

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**Hero Tales from History,** by Smith Burnham: Here is a book that makes flesh and blood men of the heroes of the past. The author has gathered a representative collection of great men and told stories of them that are simple and full of action. These stories carry with them lessons of gentleness, honor, courage, justice and other qualities in such a manner that the child will desire to emulate them. The men are grouped under the following classes: Mighty Men of Long Ago; Heroes of the Middle Ages; Four Leaders in the Old World; Discoverers and Explorers; Colonists and Pioneers; Patriots of the Revolution; Winners of the West; Famous Inventors; The Greatest Americans. Sixty great characters are mentioned. It is noticeable, however, that there are but two great women mentioned. They are Joan of Arc and Clara Barton. The book is illustrated. (The John C. Winston Company, Philadelphia.)

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# Report of Meetings of California Library Association

## YOSEMITE, JUNE 4th TO 8th

By Julia G. Babcock

The Yosemite meeting of the California Library Association was one of the best and most enjoyable conferences of that organization for many years. Gathering in one of Nature's beauty spots, the walks to and from the Pavilion where all sessions were held, gave opportunity to view and to enjoy some of the wonders of the valley. The sound of Yosemite Falls lulled us to sleep at night, and some were so fortunate as to have a cabin from whose windows could be seen its marvelous drop of three hundred feet. The energetic ones arose early and took hikes to such places as could be reached and a return trip made before ten o'clock, when the gavel struck one short, peremptory note.

The first meeting opened with the address of the president, Miss Susan T. Smith, followed by a report of the secretary-treasurer, showing a comfortable balance. In her address, Miss Smith mentioned that some business libraries were taking over the functions of the public library, because we, as librarians, have not made known our resources and the work which we are doing every hour in the day. Many people write their queries to Washington or to the local newspaper because they do not realize that their own libraries are equipped to give the information desired. Miss Smith stressed the opportunity of the library to serve the business man.

In his address, Mr. Milton J. Ferguson, State librarian, spoke of the changes in the work of the State Library necessitated by the budget cut, and said that after the first of July fewer books could be purchased, and that it would be necessary for the borrowing library to pay the transportation on books borrowed. He hoped that it would not be necessary for such library to pass the charge on to the individual borrowing the book, as in some instances this would work a hardship. While deploring the cut in the budget of the State Library, he nevertheless commended the Governor for adhering to his pre-election promises of reducing State expenditures. The work with the blind conducted by the two teachers of the blind, Miss Foley and Miss Morrison, will have to be discontinued. Mr. Ferguson expressed the hope that some other social agency would be able to take hold of this work and continue it.

Reports of committees and of district presidents followed. Each district has held a meeting and the president of the association has attended each one. Chaplain Frederic K. Howard of the Seaman's Institute spoke of the work of sending out books for the merchant marine and said that two hundred and sixty-three libraries containing over seven thousand books had been distributed. For this purpose he said he wished that the State might be scoured for discarded or unused books in usable condition. He asks for discarded books because they cannot be returned. Ten thousand books could be used immediately.

The speaker of the afternoon was Mr. John Henry Nash of San Francisco, whose work is known by lovers of fine books and choice bindings the world over. His topic was "The Printing of the Book". He told of his trips to Europe to find just the quality of paper he wished to obtain and, finding it, this paper is watermarked with his name and is used in the making of his choice volumes. He said that the librarian should be like the now obsolete bartender, to whom if you said that you wanted something real, he handed it out to you. He further said that every library in the State should have a treasure case in which some rare volumes could find a place from time to time. Nicolas Jensen, he said, set the standard of printing, and the most beautiful book in the world today is one that was printed by Jenson. He told of his publication of an edition of Dante which cost him thirty-five dollars each to make, and he gave a copy to each of fifty friends. It was good advertising. Fifty per cent of all his work is done with his own hands just for the fun of doing it. He intends that his place in San Francisco shall be a historical museum of printing. Mr. Nash illustrated his address with specimens of his work of rare beauty and value which he passed about among the librarians and others present.

Following this address there was an "Editions Round Table" conducted by Miss Mabel R. Gillis of the State Library. Miss Mabel W. Thomas, assistant librarian of the Oakland Public Library, presented a paper on "Some Reasonably Priced Special Editions". Miss Thomas deplored the necessity of considering cheap books after such an address as that to which we had just listened. She mentioned the better class of low-priced editions suitable for library use, and said that the librarian should be a keen shopper when she selects editions. "Resewed Bindings and Reprints" was the subject of a talk by Miss Bessie Silverthorn, librarian of the Stanislaus County Free Library. She mentioned the desirability of buying fiction and children's books as far as possible in the resewed bindings or of sending books to the binder for re-enforcing before placing them in circulation. She said that the happiest death a book could have is to be thumbed to death.

Miss E. Ruth Rockwood of the Portland Library spoke on "Subscription Books". Miss Rockwood is chairman of the subscription book committee of the Pacific Northwest Library Association, which examines all subscription books, passes upon them and issues a bulletin giving their estimate of the works considered. They examine them as to physical make-up, as to whether the illustrations have been made from wornout plates, the content, whether or not the title has been changed, and other features which distinguish a worth while book from an undesirable one. The purpose of the bulletin is to inform other librarians as to whether the committee considers the book worth buying for libraries in the Northwest. "The Bookman and the Library Budget" was discussed by Mrs. Alice G. Whitbeck, with the result that the librarians decided on the whole to allow the bookman to continue to live and give us his service.

Several members of the Pacific Northwest Library Association were present at the meeting of the C. L. A. and added much by their presence and by their contributions to the interest and pleasure of the meeting. Among them were Mr. John Ridington, librarian of the University of British Columbia, Victoria, B. C.; Miss Anne Mulheron, librarian of the Portland Library, Oregon; Miss E. Ruth Rockwood of the same library; Mr. John Kaiser, librarian of the Tacoma Public Library, Washington; Miss Ella McDowell, of the Public Library of Seattle, Washington; Miss Eleanor Stephens, of Yakima, Washington; and Miss Lawrence of the Library of Hawaii.

Miss Ethel Sawyer, president of the Pacific Northwest Library Association, was unable to be present, but sent a delightful paper which was read by Miss Cornelia D. Provines. Its keen wit and clever discernment made us heartily regretful that its author could not have been with us in person. Her arguments for a closer relationship between the members of the Pacific Northwest Library Association and the California Library Association met with a hearty response. The discussion which followed was led by Miss Provines, who attended the meeting last year of the Pacific Northwest Library Association and greatly enjoyed the sessions and the cordial hospitality of her hosts. This discussion was participated in by members of both organizations, all of whom favored a closer fellowship. It was voted that we hold a joint meeting of the two associations as often as once in three years, alternate meetings to be held somewhere in the Northwest and in California.

There was but little overlapping of meetings during the entire convention, but it was inevitable that there should be various round table groups gathering at the same hour at different places. The children's librarians held a round table conducted by Miss Willie Reese Snell, of the Richmond Public Library. Miss Florence Hovey of the Vernon Branch Library, Los Angeles, told of the close co-operation between the schools and the library in her part of the city. The pupils of one school had been divided into two groups according to their reading ability, and the group of poorer readers had been sent to the library once a week, where the librarian so interested them in the reading of favorite books, and by means of a little reading game which she had devised, that they were led merrily along until they became as good readers as the other group. Then lest the good readers lose some of the fun, they, too, were brought to the library and shared in the reading game of question and answer. Miss Corinne Ruttle followed with a paper on "Does Children's Book Week Overstimulate?" After this part of the program there was a discussion of some of the newer writers of children's books.

Special, college and school libraries held a round table conducted by Miss Margaret Hatch, librarian of the Standard Oil Company of San Francisco, who told of the co-operation of the county librarians in supplying books to the men at the pumping stations throughout the State, and of the appreciation of this service by the men. Miss Olive Burroughs, of the Berkeley Public Library, read an excellent paper on the "Relation Between the Public Library and the College and School Library as Regards Required Reading." Miss Kate Dorothy Ferguson, librarian of the Bank of Italy, San Francisco, discussed what the library has to offer the business man, and told of the work of a bank library. Over one hundred newspapers are clipped each day and the clippings sent immediately to the desk of the person particularly interested in that information.

The reference and catalog round table was presided over by Miss Katherine Kendig of the Cahuenga Branch Library, Los Angeles. Miss Ella McDowell, of the Public Library of Seattle, spoke on the "Place of a Municipal Reference Collection in a Public Library." Miss Winnie Bucklin, of Long Beach Public Library, told of the "Cataloging and Use of Pamphlets and Government Documents in a medium sized Library", and Mrs. Melissa Fuller, of the Fresno County Free Library, spoke on "Aids for Increasing Non-Fiction Circulation."

Each afternoon session was opened by two stories told by Mrs. Margaret Carnegie Gauger of the Berkeley Public Library. The stories were delightfully told in a voice that was as smooth as velvet and the librarians listened with as keen an interest as that of children, showing that they were quite human.

One of the most pleasurable features of the entire program was the address by Mr. Edmund Lester Pearson, of New York, well-known library critic and author, who came the long distance just to be the guest of the association. His subject was "Book Reviewing from the Standpoint of the librarian." He mentioned the Literary Review of the Post, the International Book Review, Mercury, and the literary supplement of the London Times, as among the best periodicals for book reviews. He characterized a certain popular author of today as his "literary artichoke". He had never liked artichokes, but had been told that when he has eaten a California artichoke he would change his opinion. He had eaten one in San Francisco, and was of the same opinion still. He regaled his audience with the reading of his "most treasured letter", one which he had received in response to a review which he had written of the work of an author to whom the writer was particularly devoted, and whose devotion Mr. Pearson did not share. He had endeavored without success to elicit other letters from the same person, and we could only hope that some time he might succeed. His entire address was punctuated by the laughter which his pungent comments called forth, but in addition to its keen humor he made a distinct contribution to the enduring results of the meeting.

A book review round table followed the address, and this was conducted by Miss Eleanor Hitt, librarian of the San Diego County Free Library. Miss Anne Mulheron, librarian of the Portland Library, spoke on "Reliable Book Reviews", in which she mentioned as of special value the London Mercury, the Manchester Guardian, the Literary Review, the International Book Review, and added that the new Dial was not as good as the old Dial used to be. She also mentioned the reviews given in the Independent and in the Nation as of excellent worth. Miss Mulheron said that every librarian ought to read the books that go into her library. "We in Portland", she added, "read every book we buy." With the aid of her staff of one hundred and twenty-five assistants, she says it is not difficult to accomplish this task. The discussion aroused by this statement was how far the judgment of

the librarian might accord with that of the reading public. Miss Nellie Gish of the San Diego Public Library told how we may procure prepublication book reviews, and Miss Mabel G. West of Kern County Library read a paper entitled "Is Censorship a Librarian's Function?" Miss West said that censorship is "a state of mind", and that we are applying censorship to the drama, to motion pictures, to music, art, and to what not. Censorship as applied to the duties of a librarian means the protection of the public against objectionable or salacious literature. She said that in buying for a library we must be guided by literary value and not by personal prejudice, and that it is a grave matter to decide what the adult should or should not read. She added that we were quite likely to find ourselves in the position of "being damned if we did and damned if we didn't". She read from a newspaper what happened to one librarian who didn't. She closed her paper by reading "Literary Censorship" by Reginald Wright Kaufman, which cannot be given here in its entirety, but in which occurs the following:

So here's the remedy I've planned:
The Authors' League should take a hand!
Show Winston Churchill it will pay
To clean up Makepeace Thackeray;
Wash Dickens' darker pages white
By hands like those of H. Bell Wright;
Then lastly, and with like intent,
Hand Bryan the Old Testament.

Two outstanding treats marked the next day. Miss Margaret Widdemer spoke on "Books from Four Angles, The Librarian, The Writer, The Critic, The Public", saying at the outset that it was impossible to view anything from four angles. It couldn't be done. She said that she had always wanted to see "a clean cut hero", and gave us some delightful bits from her own experiences as a librarian in the city of Philadelphia. She also said that she had sold books in a rare book shop where she was employed to catalog incunabula. It happened that one day at noon everyone except herself was out at luncheon and a customer come in, so screwing her courage to the top notch, she presented herself and actually sold a book. When the owner returned she proudly told him that she had sold a book for ten dollars. "H—l!" he exclaimed, "that book was twenty-five dollars." She never sold another. She would like to have somebody invent a "destructible book", so that after you had bought it and read it, it wouldn't always be around looking you in the face to tell you that you had spent two dollars for it. Dinners, she said, disappeared, so did hats and other things, but books remained. As a librarian she had been a cataloguer, but as she loved what was in books, she often found herself dipping into them and actually reading them. She did not therefore turn out the requisite number of cards and was "fired." As a critic she had not learned to be a success as a "log roler" wherein one praised the work of another and was in turn praised by that one, and who was therefore loved by all who know you and able to live happily ever after." She mentioned Wilkie Collins as excellent to take after severe mental effort, and told of her difficulty in securing the works of this author from one librarian who persisted in recommending something "better". In closing she said: "The great thing that I have learned is that everybody is people." Recalled, she read two of her charming poems. Mrs. F. H. Manker, president of the Municipal Libraries Section, presided at this meeting and round table programs for both large libraries and small libraries followed. Miss Ethel Carroll, librarian of the Oxnard Public Library, conducted the former and Miss Sarah M. Jacobus the latter.

Mr. John Ridington of Victoria, B. C., gave an able address in which he spoke of James L. Gillis as a man with a vision, for whom no memorial bronze existed but whose living monument was the library system of California. He suggested that a fitting memorial of Mr. Gillis be placed somewhere in the forefront of the new State Library building now in process of erection. Raising the question as to why man was superior to the other animals, he said that a man is a laughing animal, man is a clothed animal, man is a tool-making, tool-using animal, and man is a recording animal. He then spoke of the development of records from the crude picture drawings in the ceilings of caves, to cuneiform inscriptions, to manuscripts, to the newspaper, and last of all the book. Of all of these the librarian is the custodian and is therefore engaged in a high, a dignified and a noble calling. In closing he said that "the forty-ninth parallel is going to divide two nations of common languages, common interests and aims with your Republic and my Dominion ready to help to solve the troubles of the countries who are suffering from the sins of the fathers, that all may go out with joy and come in with peace."

The California County Librarians met conjointly with the California Library Association and had their special meeting on Thursday. There were greetings from Mr. Milton J. Ferguson, who moved the speaker's table down from the more formal platform that we might all draw closer together and discuss matters more informally on a common level. Miss Eleanor Stephens of Yakima, Washington, spoke on the topic of "Progress Toward County Libraries in Washington", which she said should have been worded "Lack of Progress". She outlined the various attempts to secure proper legislation and although success had not crowned their efforts, she felt sure that they were well on the way to secure it. In 1919 the bill failed because one man didn't want county libraries because California had them. In 1921 the bill was in the pocket of a man with the smallpox at the very time when it should have been presented. In 1923 the Woman's Club sponsored the bill, but it had not been signed. Miss Edith Gantt told of "The Struggle for a County Library Law in Idaho". She said that there were only nine public libraries in the State of more than five thousand volumes. The Idaho Library Association had but thirty-five members, of which number not more than seven or eight were trained librarians. "Unsuccessful it has been, but undaunted the work still continues", she said. The absence of Miss Cornelia Marvin was a matter of regret to everyone, but we were happy to have with us Miss Lawrence of Hawaii, who said that all the librarians in the Islands were from California, and who told of the work at various places in the Islands.

Mrs. May Dexter Henshall gave an excellent presentation of "Points of Difference" between the county library laws of California and those of other States. This talk proved to be interesting to everyone present and especially so to prospective applicants for county library certificates.

In the afternoon, Mrs. Alice G. Whitbeck outlined the plans for a county library exhibit at the N. E. A. Miss Essie M. Culver spoke of the work of the California State Library from the point of view of a county librarian. Mrs. B. T. Best, whom Miss Margrave characterized as the best branch librarian in Inyo County, spoke of the county library from a custodian's point of view, and showed some interesting pictures of her work and of her seven-year-old shipping clerk who hauled books to the postoffice for ten cents a load, or if a helper were required, for fifteen cents. "Some recent interesting library by-products", such as a municipal Christmas tree in Tehama County, the hill and mountain club of Tulare County, libraries and billboards as exemplified in Stanislaus County, landmarking as done in Sutter County, pageants as worked out and staged in Solano County, and a wild-flower venture in Butte County, were told of by the librarians of the respective counties. It is a pity that space does not permit the telling of these enterprises.

The meeting closed with "Some Impressions of the A. L. A." by Mrs. Julia G. Babcock, of Kern County Free Library. After giving a report of that part of the meeting of most interest to county librarians, Mrs. Babcock urged the formation of a strong western library association. The present meeting of the C. L. A. has shown that we have so much in common with our Northwestern neighbors that an alliance with them would be mutually beneficial.

## LIBRARY NEWS ITEMS.

The Colusa County Free Library is cooperating with the Better Homes Committee by putting in the Public Library a Model Home Library, following as nearly as possible the one selected by the Better Homes movement. They are also placing an exhibit of illustrated children's books in the Woman's Club rooms with copies of the Bookshelf for boys and girls for free distribution.

It is with profound sorrow that we record the death of Miss Winifred Bigley, for twelve years librarian of the Merced County Free Library. As we passed through Merced on our way to the meeting of the C. L. A. it seemed impossible that the smiling face of Miss Bigley would not be there to welcome us. Her successor in the position is a librarian of her own choice, Miss Essae M. Culver.

Miss Julia Steffa of Madera County has resigned, as she is going to Europe for a leisurely trip, and Miss Blanche Galloway, who has been head of the school department of the Kern County Free Library, has been appointed as her successor.

We learn that Cupid got in his work in Tuolumne County, and Mrs. Melissa Fuller of Fresno County Free Library has been appointed as librarian of that county library.

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JULY, 1923

## Announcement for 1923 and 1924

Beginning with the August number this Journal will be greatly improved, and adapted to actual needs of Teachers, Boards of Education and Librarians.

Source Material for Special Days to be observed in the schools will be continued by Ruth Thompson.

Other departments will include the Free County Library System by Julia G. Babcock.

— and —

## Exchange of Ideas and Devices

a new department will be started in the WESTERN JOURNAL OF EDUCATION in the August issue. Teachers having ideas and suggestions are asked to exchange them in this column.

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VOL. XXIX, No. 7 SAN FRANCISCO, JULY, 1923 Price 15 Cents

## The Western Journal of Education

HARR WAGNER, Managing Editor.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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### WHY I TEACH

Because I would be young in soul or mind
Though years must pass and age my life constrain,
And I have found no way to lag behind
The fleeting years, save by the magic chain
That binds me, youthful, to the youth I love,
I teach.

Because I would be wise and wisdom find
From millions gone before whose torch I pass
Still burning bright, to light the paths that wind
So steep and rugged, for each lad and lass
Slow-climbing to the unrevealed above,
I teach.

Because in passing on the living flame
That ever brighter burns and ages through,
I have done service that is worth the name
Can I but say, "The flame of knowledge grew
A little brighter in the hands I taught,"
I teach.

Because I know that when life's end I reach
And thence through the gates so wide and deep
To what, I do not know, save what men TEACH,
Is what I've done; and what I have is naught,
I teach.

(By Louise Burton Woodward—Detroit Educational Bulletin.)

---

Superintendent Joseph Marr Gwinn of San Francisco, Cal., spoke before the Commonwealth Club on Friday, July 13. He spoke in terms of appreciation of the many fine teachers in San Francisco's school system. He said promotion should be based on teachers training units, and that salaries of grade teachers should be made so attractive that it would not be necessary to seek principalship or high school positions on account of larger financial remuneration. He was applauded enthusiastically when he announced that teachers should be elected from the standpoint of city, state and national service and not for the purpose of putting some one in a job.

# Sixty-first Annual Meeting of the National Educational Association of the United States—Oakland-San Francisco, June 29-July 6, 1923

Paragraphs on the N. E. A. by Harr Wagner

It was a great meeting.

The outstanding feature was the world's conference on education.

The meetings were well attended, especially by the teachers of California.

The men who constructed the program failed to understand the psychology of the crowd. There was no center ring, hence no thrilling peaks of interest.

President W. B. Owen is a genial, lovable man with a keen educational vision, but as a presiding officer was not quick enough with the hammer.

Will C. Wood's speech of welcome was commented on by all who heard it, with a query and answer: "Did you hear Wood's speech? It was great."

Dr. Augustus O. Thomas, in charge of the World Conference on Education, told the best story on himself that was heard during the convention. The story: "My stenographer came into my office with bobbed hair. I said to her: 'Do you think it dignified to wear your hair like that in the office of the commissioner of education?' The stenographer replied (as she glanced at his bald head, with seventeen hairs functioning over his ears—must be seen to be appreciated): 'Do you think it dignified to wear hair the funny way you do?'"

Dr. A. E. Winship was an interesting feature on many programs. His vision, optimism, knowledge and rich experience of fifty-five years' platform work make him a great attraction.

Carrol G. Pearse of Milwaukee was unfortunately taken ill, and therefore his genial, wholesome presence was missed at many of the functions.

Superintendent Harry B. Wilson, as presiding officer of the Schoolmasters' Club, as speaker at the Grade Teachers' Association luncheon, as speaker on many programs, proved himself to be more than efficient. He was a distinguished success and showed himself to be a leader of educational leaders.

Olive M. Jones, the new president of the N. E. A., is principal of School No. 120, New York City. She did not win the presidency on her personality, but clearly on her merits. She has ability as an organizer and is clever of speech and sane as to plans of procedure. She will make the 1924 meeting a success.

If it had not been for the summer school faculty of the University of California, the speakers' list would have been lacking quite a few names.

Mrs. M. M. FitzGerald, as chairman of the reception committee, was a glorious success. The Monday evening reception at the Fairmont was a high peak of distinction in the history of the N. E. A. It was certainly a social affair that reflects credit on Mrs. FitzGerald and her many capable and efficient assistants.

The San Francisco Teachers' Association has the reputation of efficiency. The luncheon to Superintendent Joseph Marr Gwinn and delegates of the World Conference on Education was attended by more than six hundred guests. It was the most notable gathering of the convention. It was truly a cosmopolitan affair—geographical lines did not exist—humanity blended into one composite unit. Edith Pence, the president; A. J. Cloud, the presiding officer, and the speakers were the recipients of many sincere compliments.

The Princess Santa Borghese is a fascinating personality and would have been a social and intellectual success even without her title. A title, however, appeals even to teachers who are supposed to teach "All are born equal."

Thomas E. Finegan was one of the speakers who succeeded in getting his message across the footlights at the Civic Auditorium.

David Starr Jordan was as keenly interesting and as interested as he was in the days of '91, when he was saying: "You must not put a fifty cent education on a $1000 boy," and laying the foundation stones of Stanford University.

Arthur Chamberlain presided at the dinner to the educational press delegates, and the textbook publishers at the Fairmont. J. W. Searson and Selden Smith were the principal speakers. Selden Smith of Ginn & Company made the dinner worth while with his keen wit and delightful persiflage.

The Grade Teachers' Association, under the leadership of Emma Dacre, have worked strenuously the past year to make the meeting a success. The Grade Teachers' luncheon on July 4th was a decided success.

Superintendent Joseph Marr Gwinn of San Francisco, as the new superintendent, had a very difficult program to carry out. He was called on to speak many times, and there were listening ears always ready to interpret, for or against, any statement that was not well standardized. Superintendent Gwinn's speeches have been well considered and favorably received by all.

The school exhibit at the Civic Auditorium should have been connected up with the school supplies—textbooks, etc.—then there would have been a reasonable attendance. W. H. De Bell deserves great credit for the excellent San Francisco exhibit. There were many expressions of surprise

and appreciation at the excellent work of the San Francisco school children. Oakland and Santa Anna and the County Free Library also had excellent exhibits.

The exhibit of textbooks, school supplies, etc., in the Auditorium, Oakland, made an attractive display.

The attendance was good and interest manifested showed a commendable spirit on the part of visiting teachers. The program mentioned every possible item connected with the meeting—even a notice of the Emporium. There was not a line about the publishers' exhibit, although as a source of revenue both in ads for the N. T. A. Journal and contributions for space, the publishers and supply men furnish much of the sinews of war. Why the Emporium should be given a free notice in the official program, and so important and necessary a feature as school book publishers and school supply houses ignored, is a subject for consideration.

---

Superintendent Fred Hunter of Oakland deserves great credit for his effective management of the N. E. A. He was president of the association in 1922 and consequently knew the needs of the meeting. He gave golden service himself and was able to draft others in the good work.

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Pupils in the schools today are better grounded in spelling than are those who learned to spell during the "spelling bee" era, declares Superintendent John Franklin West of Pasadena. He states that children are now taught words they can use in every-day contacts, while the tendency once was to cram a child with big words for which he had no use. Spelling is no longer a "show-off" study as it used to be, West says, but it has been made a lesson which will function practically in the life of the child.

It is expected that seven new schools or additional buildings to schools already in use in the Pasadena school system will be ready for occupancy within the next year. Included among these buildings are a primary building in Altadena, a primary building in Lamanda Park and the new Arroyo Seco school.

---

California bookmen reception to visiting bookmen, July 4th, 1923, at Glenview Club, Oakland, was arranged by wives of California bookmen. The evening was spent in dancing, and refreshments were served. About 75 were present and were greatly pleased, as it was the first event of this kind. Northwest bookmen promise "some time" as return engagement if the N. E. A. goes to Seattle in 1925.

Among those present were the following bookmen; the majority were accompanied by their wives: American Book Company, Major A. W. Clancy, Minneapolis, Minn.; Appleton, J. F. Hargraves; Ginn & Company, Tuttle, Rice, Linscott, Smith, Lewis from Utah, Guiter from Seattle; Heath, Babcock, Noonan from Seattle; Holt, A. B. Mavity; Houghton-Mifflin, A. K. Allen, Mike Power from Seattle; C. E. Merrill, Horn; Macmillan, John Beers, Crowley from Seattle; Milton Bradley, Miss Willis, Van Nostrand, S. F. Sleeper from Portland; Rand-McNally, Ralph Works, Chas. Beers, Geo. Barnes from Seattle, Arleigh Houghh from Tacoma, N. K. Nielson from Salt Lake City; Scott-Foresman, McAllister from Denver; Sanborn, Chas. Roadman; Silver's, E. R. Colvin, Mr. Osborn; World Book Company, C. S. Jones, V. Meldo Hillis from Portland.

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## DIGEST OF OPINIONS AND NEWS OF THE 1923 N. E. A. MEETING

"Consolidation comes nearer to solving the rural school problem than any other means that educators know of," said George A. Selke of St. George, Minnesota, who was chairman of a committee appointed at the World Conference for the study of rural education, for a period of about five years. The educators declared that the consolidation of several inadequate and improperly constructed one-room rural schools, into one correctly and modernly built school of many rooms with a specially trained faculty, would be of greatest value.

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Community activities in school houses were favored by leaders at the National Education Association. Charles F. Dienst of Boise, Idaho, read a paper on the various uses to which schools of that community had been put. Peter Mortensen, Chicago superintendent of schools, told of great strides in community interests which have been made in the Chicago school department in certain sections.

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According to the report on teachers' salaries laid before the assembly by Professor C. E. Rugh of the University of California, the median salary of $1643 for city elementary teachers would indicate that the N. E. A. standard of at least $1200 a year for every teacher is an actuality in many cities today. This report was based upon an exhaustive survey of salary conditions throughout the United States, conducted during the past year.

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Dr. Frank F. Bunker, executive secretary of the Pan-Pacific Union at the N. E. A. and World Conference meeting, stated that "Educators are the ambassadors of friendship around the world. . . . We must no longer teach that the world is a loose aggregation of parts, but that it is an organic whole, with all of its parts knit together their books, read the last pafie first, look tural background the immigrant has bought in vital relationship. Youth must be taught to think in terms of the whole world and not in terms of one of the lesser parts."

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"Education formerly dealt with the production of scholars, but it now deals with fitting people for the work of the world," Melvin S. Lewis, state director of vocational education in Idaho, declared.

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Children should be allowed to "thumb" their books, read the last page first, look at the pictures and become friends with the book before reading it, if they wish, Dr. James F. Hosic of Columbia University, said. He explained that adults pursue this policy when they are choosing reading material and that a child should be allowed the same privilege.

---

Members of the Department of Elementary School Principals elected the following officers: president, W. T. Longshore, principal of the Greenwood School, Kansas City, Mo.; first vice-president, I. G. Sargent of Paterson, N. J.; second vice-president, Elizabeth Bates, Los Angeles; third vice-president, George Beers, Grand Rapids, Mich.; treasurer, Courtland V. Davis, Norfolk, Va.

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The annual report of class room teachers filed at the N. E. A. contained a plea for a better salary schedule in order that more and better trained people would enter the profession of teaching.

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Federal recognition of education will be sought through the Sterling-Towner bill, which will be introduced at the next session of Congress, it was announced. Support for this bill has been gained through a nation-wide campaign launched through field secretaries.

---

Uncertainty of tenure is one of the worst drawbacks to teaching as a profession, according to the tenure committee report. The report read in part: "At no time has the problem of tenure been so important as at present. During the year covered by this report serious attacks upon the merit system have been made in some of our largest city school systems and within the last few weeks one of our most distinguished state educational leaders has had to decline reappointment to his high office because the conditions imposed were political rather than professional."

---

Julius Drachsler, professor of sociology, College of the City of New York, stated that the assimilation of immigrants is retarded by traits inherent in native Americans and in the community to which the immigrant comes, rather than in traits inherent in the foreign born. He recommends the humanizing of Ellis Island so the newcomer will gain a good impression of America, and a method to obviate the changes in occupation which is often from skilled to unskilled work. This, he said, is the sort of shifting of calling that converts the European peasant into mill hand or miner solely because he lacks the money to buy the land he would farm. The speaker declared that America must "put capable teachers in her night schools, instructors who will deal intelligently and tactfully with the delicate task of combining the cultural background the immigrant has brought from his mother country with that offered by his adopted land."

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Delegates to the N. E. A. from virtually every civilized country on the globe expressed their appreciation of America's contribution to child health work.

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Speaking for Honduras, Miss Juanita Molina declared her country wanted three things from America. She said: "We want American health facts and plans sent to Central America, we want scholarships to be established here for Central American teachers, and we want teachers sent from here to Central America to teach the care of children there."

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The rights of rural schools were dwelt upon forcibly by John F. Sims of Wisconsin in his report on rural education: "The committee believes that the means employed to shape rural children to the mold of manhood and womanhood should be the full equivalent of that provided in the most favored urban communities," a portion of the report read.

"The bane of higher education," according to David Starr Jordan, "is the desire to substitute system and drill for inspiration, to develop methods and standards in place of the contagion of intellect."

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The World Conference designated May 15 of each year as International Good-Will Day, that date commemorating the opening of the first Hague Conference, and recommended that on this day the flag of each nation, bordered in white, should be flown as an international flag.

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A number of raps were given Governor Richardson and his school economy program. Applause greeted denunciation of the Governor by Will C. Wood, State Superintendent of Public Instruction, and Arthur H. Chamberlain, secretary of the California Teachers' Association; Harry Shafer, assistant superintendent of schools in Los Angeles, and others, when the subject was introduced. Olive M. Jones of New York, who was elected president of the N. E. A., issued a warning when she declared that if there was anything that would drive teachers of the United States into organized political activity, it would be such actions as those of Governor Richardson in slashing state school funds. She said: "Attacks such as that in California are proofs of the outstanding fact that the school teachers of America must stand together in defense of public education. It is the one thing that would cause teachers to unite to offset such attacks. As an organization we teachers are not interested in politics, but it is just such attacks as this that would cause the teachers to unite. There are various forces behind these attacks. They are not coordinated, but they are all acting toward one common end. One of them is large corporate interests seeking to control taxation."

---

Miss Lillian Clark, supervisor of the teacher training division of Americanization in the State Department of Ohio, traced the development of the idea of educating the immigrant from its inception in women's clubs and other similar organizations. At the present time, she said, many states in the Union have provided such education by legislation and have established schools which run in conjunction with the regular public schools of the state. California ranks especially high in its concern for foreigners to these shores, Miss Clark declared, as the state conducts special classes in all centers where the need is demonstrated. Sixteen out of twenty-seven cities in this state now have special supervisors for this branch of education, and home teachers are provided in the proportion of one for every five hundred children. These instructors go into the homes in their communities and teach the mothers and fathers how to read and write and give them lessons in citizenship. Between 4000 and 5000 women alone were reached last year in California, according to Miss Clark.

---

A motion calling for the continuance of the present committee on visual education and co-operation with the motion picture producers was carried at a business meeting of the N. E. A., together with motions calling for legislation regulating the use of inflammable films and making more readily available to schools the non-inflammable films and the arrangement for the presentation of a program on visual education at the next winter meeting of the association. Charles H. Judd, chaiman of the committee, reported that his organization, cooperating with the Motion Picture Producers and Distributors of America, had within the last year made a thorough survey of the motion picture field in America with a view to the promotion of the use of motion pictures and other forms of visual education in the public schools and allied institutions. School films based upon educational and industrial lines of thought should be used more commonly in the public schools wherever possible, Judd said.

---

Dr. Augustus O. Thomas, re-elected president of the World Federation of Education, sounded the keynote of the N. E. A. platform for 1924 in stirring words:

"We want education to be universal. We believe that governmental heads should be severely condemned when they coldly state that we are spending too much money on education. That is not the statement of a hard-headed economist, but of a hard-hearted politician.

"There are those who feel that the United States should not be entangled in international affairs. But there are still others, and they are in the preponderance, who feel that truth is international, that there are certain fundamental educational principles which can be universally applied. I personally do not see why the United States might not as well become entangled with world peace as with world war. We must teach our rising generations that we have our neighbors to consider. If we isolate ourselves and build a wall about our country, national decay will become certain. If any nation on earth has anything to offer us or we to offer it, this is the place to bring our contributions."


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By H. B. Wilson

Superintendent of Schools, Berkeley, Calif.

The new elementary school curriculum which has already developed in a few places and which is rapidly establishing itself in progressive school systems throughout the United States, possesses many distinctive characteristics, distinguishing it from the earlier type of curriculum which it is succeeding. I shall take time to call your attention to three of these characteristics only.

In the first place, it will be definitely headed evidencing by its internal structure what its aims and objectives are. This will be a distinct advance over the curricula at the present time as they are to be found in 95 per cent of the school systems. An examination of these curricula shows that an overwhelming percentage of them are merely skeletal in their content, merely specifying textbooks in use and indicating the pages to be covered from grade to grade.

The new curriculum will state clearly and correctly in the early pages of the course of study in each subject what it is believed may be accomplished in the education and socialization of children through the teaching of the subject in question. It will show the relationship in an illustrative way between the contents specified and the objectives set up for realization.

The importance of making very clear just what the results and ends are which should be achieved in children through the teaching of each subject can hardly be overestimated. We appreciate the importance of determining definitely and clearly just what our purposes are in the ordinary things of life which we do, but courses of study show that their makers have been very unmindful of determining the course of study in the light of the purpose it is to achieve.

In the second place, the new course of study will, in so far as possible, determine its content scientifically. The need for this proceeding in the interest of eliminating the useless and functionless and bringing in new materials not to be found there now, is very fundamental.

The course of study as we find it, is a traditional instrument which assumed its present content largely as the result of accident. As each of the various earlier aims of education dominated the situation, various types of subject matter were added. Along with each addition was retained the previous accumulations with the result that a great amount of dead, obsolete material is to be found along with that which is actually valuable and useful in life situations.

Within the last five years, there has been accumulated the results of a number of excellent scientific investigations to determine just what ought to be taught in light of what is needed and used by people out in social situations. These studies have not only given us certain definite usable results but they have set the pattern and the methods which should be used in other studies. There is yet serious need to determine what ought to be taught in such subject in which there is as yet no specific satisfactory answer as to what should be taught.

The findings at this time are pretty definite in Spelling, Arithmetic, Language and Grammar and some headway has been made in the field of the Social Studies. The work in all of these fields needs to be extended and similar work needs to be done in all other subjects. No one should presume to reconstruct any course of study without the guidance of all the investigations of a scientific sort which have been made thus far. They are valuable not only in eliminating what should be omitted because it is useless but also in showing new materials and undertakings which should be drawn in because of their socializing value.

In the third place, the new curriculum will always be in the making. Continual gathering, rearranging and improvement will characterize it. Further, the task of keeping the course of study up to date will be carried forward democratically and cooperatively.

It is absolutely essential if the curriculum is to be what it should be that it should be continually developing cooperatively. If the work is undertaken cooperatively, it is certain to produce a better instrument because all the teachers and other officers of the school of ability are called upon to make their contribution for its development.

Further, if all are at work upon the course of study, they are growing and developing. They are therefore becoming more capable. The result is a broader, more thoroughly trained and a more capable body of teachers.

The great benefit of all this is that the course of study as it is at any time is more certain to operate successfully in the schools if it is an instrument which the teaching staff as a whole has participated in developing. Since they developed it, they believe in it; and they are inspired to try to execute it with the largest measure of results.

## SOCIALIZING THE SOCIAL STUDIES

National Council on the Social Studies

By H. B. Wilson

Superintendent of Schools, Berkeley, Calif.

It will be well at the outset to understand in what sense the term "socialized" or "socializing" will be used, and to clarify the meaning intended when we speak of "socialized school".

In a formal, academic sense, it has been customary to refer to the school as one of the five institutions of society, the other corresponding institutions being the home, the state, the church, and business. "The socialized school denotes a particularly progressive type of modern school which is conceived and developed in all details with the aim of training its pupils definitely and as directly as possible for discharging the duties and carrying the responsibilities of all kinds as they are met in practical life. Such a school proceeds on the theory that the responsibilities of mature life are most adequately trained for through enabling each child to live the richest and fullest life possible while in school. This aim it seeks to achieve not only with efficiency but likewise with economy. Every essential of the socialized school is definitely developed and perfected as to accomplish this end.

When the adjective "socialized" is used with technical accuracy it is done with the object of distinguishing the modern, progressive type of school which seeks to realize the social aims of education from other types of schools as they developed under the influence of earlier aims of education and before our knowledge of children and of society's problems and needs had become as complete and accurate as it is now.

What is meant by the "socialized" school may be further indicated in an illustrative way by noting some of the marked contrasts between it and the "traditional" school. The course of study in the traditional school consisted of what adults believed children needed. In so far as the children were considered at all, the course of study content was measured by the interests and abilities of children. If it was believed a body of subject-matter could be comprehended by pupils and would be of interest to them it was apt to be included. The socialized school tests the subject-matter it uses by these measures and in addition supplies the social service or utility test. The socialized school asks "will the mastery of this information or the acquirement of this skill enable the pupil to meet in a better way some important responsibility or to do in a better way some important work the pupil is apt to be called upon to do?" If the answer to the question is negative the information or skill is omitted from the course of study even though the pupils might be both interested in and capable of mastering it. Further, the socialized school selects that information to be mastered and those skills to be developed which will render the largest service to the individual in practical life, realizing that the value of certain information and skills is so slight that they should be omitted in order that other information and skills of larger service value may be thoroughly mastered. For example, the value of knowing the apothecary's table and of possessing skill in its use is small in comparison with knowledge of and skill in the use of the avoirdupois table of weights. In the traditional school, pupils were required to know and be skilled in the use of both tables. The socialized school omits altogether the teaching of the apothecary's table. Its service value is too slight. The socialized school does not, however, neglect to train for crucial situations. For example, even though the knowledge may be seldom or never used, pupils should be taught the art of resuscitation from drowning, stopping loss of blood, and so on.

As the above illustration implies, the traditional school included many topics in its course of study and sought to develop many skills which the socialized school omits. It considers their service value too slight. In some subjects such as arithmetic and spelling the socialized school omits much information and many skills which the traditional school attempted to include. The modern school is concerned about service and quality rather than quantity; about thoroughness and accuracy in what is of use rather than about a slight acquaintance with a wide range of knowledge and skills, many of which are of little use in practical life.

Not only in its objectives and in its curricular material and experiences does the socialized school present a picture quite in contrast with the traditional school, but also in its methods of procedure in promoting the child's learning.

In the traditional school, the pupil's textbook exercised a dominating influence. It determined almost entirely the topics treated and the scope of the pupil's acquaintance with the subject it treated. The procedure in the socialized school is much less determined by a textbook. While the pupil usually has a basic text in each subject, instead of the chief concern being to master the pages and chapters of the text, progress is made mainly through the solution of problems and the execution of projects. The textbook and other sources of help are a means of finding facts and other help that satisfactory progress may be made on the problems or projects. Wider reading and more investigating and experimenting find place in the socialized school.

It is evident, also, from the above discussion that the recitation in the socialized school proceeds along larger lines and with much greater freedom than in the traditional school. In the latter school, the recitation was apt to be stiff and formal, all details were carefully planned, directed and controlled by the teacher. The pupils were concerned with sitting, looking and listentening and with answering rather primly and stiffly when sufficiently "pumped". In the socialized school the pupils in the main do not "recite" in the technical sense. They confer with each other under the leadership, guidance and inspiration of the teacher, reporting their progression the matters in hand and conferring freely about what is reported and in reference to what further needs to be done on their problem or pro-concerned with sitting, looking and lising and answering on the part of the pupils are displaced by active questioning, talking and explaining. The teacher merely guides what is done that unnecessary waste may be avoided. Initiative and originality are prominent in the work of the pupils.

Assuming that the foregoing point of view is valid, it will be possible to state

very briefly and clearly what is involved in undertaking to socialize the social studies. I wish to note what the task involves from the standpoint of the objectives, the curricular materials and the methods of procedure in promoting learning in the social studies.

In the first place, the objectives or ends sought through the teaching of the social studies must be definitely and concretely conceived. In general terms, of course the ends sought are those set up for realization through all of the studies which find place in the socialized school. It is generally agreed that those ends include training as directly and intimately as possible for vocation, citizenship and leisure, not forgetting the importance of promoting the realization of good health and vigor and right standards of morality in each child. In the thinking of some, one aspect of civic efficiency should be differentiated for special emphasis, namely, "worthy home membership."

Before one is ready to begin work concretely through the social studies, these general ends need to be broken up into definite concrete realization things to be achieved. We need to ask, "What concretely may the social studies, History, Civics, Sociology, Economics, Geography, so that the learning of children in these fields may definitely minister to their equipment for each type of efficiency indicated above?" The answer is that they must be equipped with those bodies of knowledge and those kinds of information, wi h habits and skills and those attitudes which are essential in functioning with economy and efficiency in accordance with the best modern standards through the use of the most acceptable modern methods in the doing of all of those actual things and in the carrying out of all those definite responsibilities which investigations show that the rank and file of people in mature life find it necessary to be able to do.

In view of the results which must be achieved as above indicated, through the social studies, the content of the curriculum in each study in this field must be scientifically determined, the conclusions reached being free from all types of traditional and prejudicial influences. Thus far, but a mere beginning has been made in the solution of this problem. Although good work has been done in this field by a few of the leading educators of the United States during the past ten years, the lines of procedure are not yet fully mapped out and the findings through the application of these lines of procedure have thus far produced but limited results. What is needed is a large number of studies in yet untouched fields of the kind begun by Bagley and his associates in the University of Illinois a number of years ago and by Horne and his associates in the University of Iowa and extended in the recent and more extensive studies by Rugg and his associates during the past few years and at this time at the Lincoln School, Teachers' College, Columbia University.

Out of these studies and investigations has already come a mass of information of great value. The statistical data has revealed clearly the relative degrees of importance of various types of materials usually taught in the social studies. Already the extensive elimination of much useless, functionless, obsolete material has been made possible. Further new socializing materials have been drawn into the various subjects in the social studies. These types of work need to be continued by thoughtful students and their findings need seriously to be brought to bear on the courses for training teachers, supervisors and executives throughout the country, to the end that as rapidly as their results may be accepted they may carry over and effect classroom practice generally.

If the objectives which are realization through the social studies are to be achieved with greatest economy and certainty, improvement must not only occur on an extensive scale in the curriculum materials, but likewise in just as fundamental and widespread ways in the methods of guiding and promoting learning. The attack must be such as to enable the worth while things done to enter as deeply and as fundamentally as possible into personality to the end that the knowledge, skills and attitudes acquired may possess greatest transforming, constructive, upbuilding possibilities. This requires on the one hand that we shall get rid, in the teaching of the social studies, of routine, mechanical, traditional, bookish procedures. Under this procedure, what is printed in the textbooks determines not only what is studied but likewise the order in which it is taken up and almost the total amount that is ever known on the topics touched upon. Even though the topics, problems and studies discussed might, if properly handled, possess other educative values, it is inconceivable that they may be made to possess the greatest captivating, educating power if the teacher in determining the educative process relies solely or mainly upon the textbook.

To bring the matters under study before the children in meaningful, powerful, significant, inspirational ways, the problems and issues studied must, in so far as possible, come into the experiences of the children as matters important to study and know more about under the guidance, leadership and inspiration of good teachers. When exactly the same problem and issues as are discussed in the textbooks arise out of and spring from the children's own experience as problems, difficulties, obstacles, needs which they should solve or master, they take on the deepest meaning and significance. Upon the basis of such an attack the pupils go to their study and instruction with a concern and with an inspiration which creates the most favorable learning conditions. They are made alert and keen to use all the help and guidance not only from textbooks but laboratories, libraries, people who know, museums where aid may be found, and the like.

Students taught by well equipped teachers, working to achieve the right ends through the social studies, employing therein only virile, infinitely valuable materials and following a procedure which brings greatest interest and arousement to learning on the part of the children, will inevitably come through their experiences equipped with adequate bodies of functional, socially valuable information. They will also possess those habits of conduct and reaction growing out of their participation experiences in the schools which will insure socially helpful conduct and undertakings in their future years. They will


## THE GROWTH OF AN IDEA

# Gregg Shorthand

The following figures show the status of Shorthand in the Pacific Coast Schools as of May 1, 1923. These figures are taken direct from the State school reports and are authoritative.

**High Schools Teaching Shorthand**
**May 1, 1923**

| | | Schools | |
|---|---|---|---|
| ALASKA | Total | 8 | |
| Gregg | | 8 | 100% |
| ARIZONA | Total | 43 | |
| Gregg | | 43 | 100% |
| CALIFORNIA | Total | 343 | |
| Gregg | | 328 | |
| Non-Gregg | | 15 | 95.6% |
| IDAHO | Total | 48 | |
| Gregg | | 47 | |
| Non-Gregg | | 1 | 97.9% |
| NEVADA | Total | 25 | |
| Gregg | | 25 | 100% |

| | | Schools | |
|---|---|---|---|
| OREGON | Total | 97 | |
| Gregg | | 97 | 100% |
| HAWAII | Total | 4 | |
| Gregg | | 4 | 100% |
| PHILIPPINE IS. | Total | 2 | |
| Gregg | | 2 | 100% |
| UTAH | Total | 28 | |
| Gregg | | 24 | |
| Non-Gregg | | 4 | 85.7% |
| WASHINGTON | Total | 165 | |
| Gregg | | 161 | |
| Non-Gregg | | 4 | 97.5% |

Pacific Coast and Orient Offices

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likewise manifest those broad-minded types of interest and concern which will make it impossible for them to be satisfied with the equipment their formal training supplied them in the schools. They will be possessed by an overwhelming desire to study fundamentally and broadly the issues and problems and matters of concern about which they must do something as citizens. Such an attitude will guarantee the continued education of our citizenship by reason of their own aggressive interests and desires, in all of those new problems which must be solved of a local, national and international character if our citizenry is to acquit itself upon the highest level of American democratic thought and action.

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The Christian Science Monitor checked up the great metropolitan newspapers as to news value of report of World Educational Conference and the Dempsey fight in Montana. It was as 50-1 against education. Even the San Francisco Examiner and Chronicle gave more space to the prize fight than to the big educational convention.

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The town of Reedley gave the teachers attending summer school a bonus in salary increase.

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# The County Free Library at the N. E. A.

By Julia G. Babcock

The exhibit of the county free libraries of California at the N. E. A. was located in Larkin Hall in the Civic Auditorium in San Francisco. The principal feature was a large wall map of California showing in yellow the forty-two counties having county libraries. In each county a black circle was drawn around the county seat and within the circle was a figure indicating the number of distributing points in that county. White circles looking quite like snowflakes represented their location. Printed in large letters on the map at one side was the following statement:

County Free Library Service in California means free library service to every resident of the county. The California State Library supplements the County Free Library service.

First attempt to give County Free Library service, 1908. First County Free Library law passed 1909.

On July 1, 1922, there were 3895 distributing points in forty-two counties operating county free libraries. Schools may join the County Free Library.

On July 1, 1922, 2192 school districts had joined. County Law Libraries, County Teachers' Libraries, and cities having public libraries may join the County Library.

A display chart told that the California County Free Libraries co-operate with the County Superintendent of Schools, with the County School Supervisors, the County Home Demonstration Agent, industrial plants, with the reading public by furnishing books, periodicals, magazines, pictures, stereographs, and other material.

Pictures were displayed on the adjoining wall showing the various types of county library service through the branch library building, through the large school, through the tiny school, down to the T. N. T. box fastened to a tree, the only possible place for the exchange of books in a lumber camp, in one county.

The exhibit from the Hawaiian Islands occupied a table and showed photographs of the work in the islands. Some of these pictures were mounted and made into scrap books with covers of cloth of native weave. There was also a large collection of post cards giving a general idea of typical scenes and conditions over there. A picture of the first Hawaiian county library convention showed a group of four young women librarians, all from California. This state has contributed of its best library workers to the islands, and the rapid expansion of the work there is in no small measure due to their ability and enthusiasm.

Two other tables were filled with literature from the state library explanatory of the county free library plan, of its service to the schools, and with copies of the county free library law. Many of the county libraries had printed matter telling of their work in its various phases together with lists of books for teachers and parents, and for children.

Mrs. May Dexter Henshall, library organizer of the state library, was in charge of the exhibit during the entire week, and was assisted at various times by several of the county librarians.

The School Librarians' Association had adjoining space for their exhibit. On the walls were printed posters containing sentiments and slogans which they approved. Some of these were pointed quotations from "school library management," by Martha Wilson, as follows:

"No school superintendent or high school principal should undertake to plan a new library without the expert assistance of a trained librarian."

"Crudely designed libraries are wasteful of funds, of space, of time, of educational force."

"Every secondary school should have a trained librarian, and every elementary school should have trained library service."

This sentiment was sponsored by the N. E. A. Library Department, was adopted by the English Teachers' Council, and endorsed by the American Library Association. Still another read:

"The school library should be the heart and center of the school."

On the table were sample copies of lists of books for the high school libraries of California, which covered the subjects of Sociology, Science, Useful Arts, Fiction, Biography, and History.

A chart on the wall showed that the number of trained and certificated school librarians in Southern California had increased from fifty-one in 1915 to ninety in 1923. There were photographs and blue prints of modern high school libraries, while across the aisle was an architectural exhibit showing plans and working drawings of high school libraries.

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There was a luncheon one day at which a city assistant superintendent took occasion to flay the county library system, but his remarks showed such an entire lack of knowledge of what the county libraries are doing for the schools that it made the county librarians present wonder why he preferred the old school libraries on which there used to be such a large percentage of profit for some of the dealers, and which were in the main so ill-chosen and so inadequate. In place of these collections any school so desiring may have all the supplementary books in the course of study, as well as carefully selected books for home reading.

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Mr. Charles F. Woods, librarian of the Riverside Public Library, reports, concerning the Riverside Library School, that at the close of registration on Monday, June 25th, the first day of the six weeks' Summer Session, there were twenty-four students especially registered for this course, representing eight states. In addition the

are eight long course students in residence and there are two short course students certain to register, making a gross enrollment of thirty-four for the session.

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Miss Mary S. Lawrence, director of children's work in the Library of Hawaii, Honolulu, T. H., is in this country, having attended the meeting of the California Library Association at Yosemite and the N. E. A. It was the privilege of Mrs. Alice G. Whitbeck, librarian of the Contra Costa County Free Library, to entertain Miss Lawrence and to take her for a drive over much of the country, thus affording an opportunity for mutual comparisons of the work of county libraries in California and in the Islands.

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Miss Margaret Newman, librarian of the Hilo Public Library, Hawaii, is at home for a visit after an absence of two years, and will remain for about two months before returning. She went to Hawaii just about the time of the passage of the County Free Library Law, and her library is now serving fifty-five distributing centers, of which fourteen are community branches and the remainder are schools. Miss Newman was formerly a valued assistant in the Kern County Free Library.

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Mrs. Edith G. Simons, who has been in charge of the school department of the Santa Clara County Free Library, has been appointed librarian of the Public Library of Oroville, and began her work July 1st.

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Miss Margaret W. Smith, daughter of Mr. Selden Smith of Ginn & Company, has been appointed to fill the position left vacant by Mrs. Simons. Miss Smith is a graduate of Wellesley College and of the Library School of the University of California.

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## CROCKETT HAS NEW SCHOOL BUILDING

November, 1923, will see the opening of a new $240,000 school plant for the elementary pupils of Crockett, where George A. Johnson is district superintendent. Dr. Hart of the University of California helped in choosing the plans for this modern and finely equipped building, which is located on a ten-acre site between Valona and Crockett.

Mr. Johnson has a teaching corps of twenty and there are 600 pupils of kindergarten and grammar school age who will have the advantages of the new school.

The Crockett school is being constructed of brick. It is to have two stories and will be a U-shape building with concrete corridors and inclines. There are to be twenty-four class rooms and an auditorium with a seating capacity of 800. Around the open court a balcony is being built. This will be a spectators' gallery for out-door affairs. The idea was suggested by County Superintendent Hanlon and Mr. Johnson declares it to be the first thing of its kind in school buildings.

Mr. Johnson has been superintendent of the Crockett schools since 1913. He is a member of the Contra Costa county board of education.

## SAN BERNARDINO COUNTY FREE LIBRARY

Every month in the San Bernardino County Farm Bureau Monthly there is a two-column article published on some phase or subject of the County Free Library service in San Bernardino County, which is written by a member of the literary staff. In connection with the subject taken up, there is always a list of books published that are available. The subjects are not confined to farming, as farmers are interested the same as other people in other things besides farming.

Beginning with the May number of the Farm Bureau Monthly, the list of all the books and pamphlets on agriculture and horticulture at present in the County Free Library are being published in order that the farmers may know the resources of their county library on these subjects. It will be a complete catalog arranged by subject and alphabetically by author under each heading. The farmers are requested to clip the articles and preserve them so they will have the simple subject catalogue to refer to. After the list is completely published, then will follow a list of all the branches in the county with their location and custodian's names so the farmer will know just where to apply for the information and material that he needs.

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Geo. C. Kyte of the University school, Berkeley, has been appointed to the department of education, University of Missouri. This is a well deserved promotion. Professor Kyte has splendid educational background. He is young, enthusiastic and is a straightaway thinker. His many educational friends will follow his educational career with great interest.

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The Federal Bureau of Education issued a leaflet on April 28 which gave the length of the school day in most of the leading cities of the United States. Many of the cities having a population of more than 100,000 report a total of five hours daily. In this list Oakland, California, is included. Other cities in the list are Denver, Bridgeport, Indianapolis, Boston, Detroit, Minneapolis, St. Paul, Kansas City, Cleveland, Columbus, Milwaukee and Dallas. Cities having more than five hours' work daily include Chicago, Des Moines, Grand Rapids (Mich.), St. Louis, Jersey City, Newark, Cincinnati. Washington reported three and one-half hours. Cities of less population showed an average of four and one-half hours. Gary, Indiana, led with a total of seven hours.

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The University of California claims the record of enrollment for the country with 14,505 regular full-time students and 15,909 non-residents.

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H. L. Healy, Kern county deputy superintendent of schools, is supervising the intelligence tests in the county elementary schools. The tests are based on the Stanford University tests. The purpose of the tests is to determine the mental status of the child and apply a remedy for those who are not interested or who have not attained a normal level in their work. An individual record of each child and teacher in the county is being kept. Graphs illustrating the findings are being made. It is expected that another year will be necessary to find a working basis of improvement which will reach all children.

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Dr. Adams of Lincoln University is one of those interested in the geography laboratory which is being built for the elementary schools in Huntington Beach, where Clark H. Reid is city superintendent. Dr. Adams declared that it was the "farthest advance for the teaching of geography that has been projected to date." This laboratory is to be in a building by itself and is to include up-to-date equipment, which will further the interest and progress in teaching the subject. Myrta Lisle McClellan, professor of geography at the University of California, Southern Branch, is one of those interested in the execution of Mr. Reid's plans and she has visited the school and helped to plan some of the features.


# The Real Problem

Whenever educators meet, the one real problem is this—"*What is the best for the children?*" But one phase sometimes gets overlooked—namely, that of school stationery. And too often this is bought without serious consideration of what is best for the pupils.

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## BOOK REVIEWS

**The White Heart of Mohave**, by Edna Brush Perkins: Fascination is defined as an enchantment or hypnotic charm which irresistibly captures and controls the intellect or will and it is this attribute as applied to the desert that led two women to Death Valley, the "white heart of Mojave," to define that word and feeling. These two women from the East were accustomed to a very different manner of life from that of the "desert rat," but nothing daunted them. With a mule and a horse pulling a "fair-looking wagon," supplies, and a guide, who was designated as the "Official Worrier," because he said, "Nobody in this outfit is to worry except me, that's my job;" the expedition stepped forth in January toward Death Valley to experience the unknown.

The story of the trip is simply and beautifully told. The hardships suffered by the women are almost unbelievable, but ever their eyes and their hearts were on the tragic, still glamor of sun and windswept spaces, of low-swung stars and purple nights which daily take their turn. It is these impressions rather than adventures which comprise the volume. The true atmosphere of the desert is caught between the book covers and is indelibly impressed upon the reader with the stamp of wild beauty, of solemn silence, as the narrative unfolds picture after picture of naked grandeur and magic beauty.

The reactions of the travelers are interesting to observe: "The going down of the sun is a pageant; its uprising is a triumph. You feel as though you ought to clash cymbals, you feel as though you ought to dance and sing when the sun looks over the mountains. You have been remiss in worship all your life because you have not learned to dance and sing in honor of the rising sun. The sun god was worshipped on the desert for there the sun is a cruel, great god. His glory consumes the earth, but he is so absorbed in rejoicing in his glory that he does not know it."

The author's conclusions about "fascination" are well worth noting: "The desert shook us awake. We had come looking for mysteries and 'terrible fascinations' and found only the mystery of the old outdoors and the terrible fascination of the old outdoors. Beauty pressing around sorrow—the desert is simply a very forceful statement about that. * * * All the time she is singing on her rosy mountain-tops and in her deep, hot valleys where the blaze of the sun is white."

The illustrations are full-page photographs. They are suggestive in themselves of the difficulties the travelers had to surmount.

Not only should those who love the great outdoors read this volume, but every teacher in geography should read the book and get a new viewpoint of the American desert to pass on to the children. (Boni and Liveright, 61 West Forty-eighth street, New York. Price $3.)

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**Jones' Self-Correcting Problems in Arithmetic**: The founder and proprietor of Jones' book store in Los Angeles, has evolved a method in arithmetic after six years' work which will fill a need in supplementary material from the second grade through the high school. Jones' Self-Correcting Problems in Arithmetic include the four fundamentals, adding, subtracting, multiplication and divisions, as well as fractions, decimals, percentage problems and concrete problems in arithmetic. The cards come in sets and flash cards may be used by the teacher. Cards of problems which are passed to the children may be solved, the answer is evident from the key-system, and the card may then be exchanged with another pupil. Los Angeles school system is among those to use this material. It has been found that time and energy on the part of the teacher is saved; that the pupils enjoy the work because they are relieved from copying the problems and they soon know if their answer is correct. They do not have to wait until the next day when the teacher has corrected the papers. The cards prove what help individual pupils need; they create interesting contests and games; they do away with guessing the answer and develop the habit of accuracy. (Jones Manufacturing Company, Alhambra, Cal.)

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**Tobacco and Mental Efficiency**, by M. V. O'Shea: This volume is the result of a Committee to Study the Tobacco Problem, organized in 1918 with the object of collecting and publishing scientific data regarding tobacco, both physiologically and economically. In his data derived from observation, introspection, biography, school and college records, and the psychological laboratory, the author reaches the conclusion that the use of tobacco will actually slow down and disturb the intellectual processes of the majority; that the effect of tobacco is not detrimental to the mental efficiency of some individuals though it may be a detriment to others. The author considers the subject of effect on adults open to debate, but on immature persons he regards it as having a retarding and disturbing influence upon mental work. The investigations and experiments as recounted in the book are interesting to the specialist or layman alike. The MacMillan Company. Price $2.50.)

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**Objective Evidence of Leadership**, by Mrs. Florence Keeney Robertson. This pamphlet is a scale for grading the high school teacher of five or more years' experience. The author presents a comprehensive survey of the judging of teachers as carried on today and presents a chart scale for judging the qualifications of teachers which would create a uniform standard. (2363 Thirtieth avenue, West Adams Places, Los Angeles. Price 25 cents.)

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**The Pasadena School Bulletin**, issued by the Pasadena Teachers' Association. This magazine is the official organ of the Pasadena Teachers' Association. It contains news items, plays and articles by local contributors. (Published by Pasadena High School Press.)

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**How We Resist Disease**, by Jean Broadhurst. A brief course in bacteriology prepared with special reference to nurses and general college students, is offered in this volume. The material has been arranged in as non-technical a way as possible. Those interested in community hygiene will find material here while covering the ground for beginning students. The book contains 138 illustrations and four color plates. (J. B. Lippincott Company, Philadelphia and London.)

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**Electrical Laboratory Tests**, by Chesley H. Johnson and Ralph P. Earle. This text book was written for vocational schools. All branches of work that are attempted by students of average industrial high school or trades school ability are presented. Experiments and tests may be carried out with a modest equipment. (D. Van Nostrand Company, New York. Price $2.50.)

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**The New Democracy in the Teaching of English**, by Walter Barnes. Upsetting to the routine of old standards is this little volume, which is replete with suggestions and new ideas in teaching English. The author pokes mild fun at the old style purists, the members of the "Palace of Pedagogy," he calls them. He acknowledges the old forms as fundamental and as forming a good working basis but he does not recommend the following of old forms entirely if one wishes to progress. The principles involved in the book may be applied to elementary and high school English. No one can read these three chapters, which were originally addresses, without deriving ideas and inspiration therefrom. (Rand McNally & Co.)

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**Beyond Rope and Fence**, by David Grew. The story of a beautiful mare, "Queen," on the great prairies of the Northwest and her struggle for freedom. Life in the open, the blizzards, the northern lights and the atmosphere of the Canadian outdoors are portrayed, but the fundamental idea of the book is the same as that which inspired the writing of "Black Beauty." Animal lovers and children will be especially interested in the story. The viewpoint of the horse is interesting and appealingly presented. One closes the book with satisfaction in knowing that after her bitter struggles for freedom, Queen had all she wanted in life, "grass and water, leisure and activity, companionship and security * * * and these were as free in those unfenced wilds as the air and as limitless in their abundance." The book will make good class room reading. (Boni and Liberight, New York.)

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**The Early Herdsmen**, by Katherine T. Dopp. The publication of this book, the fifth of the series of industrial and social histories for children by this author, will be welcomed by teachers and children. The volume deals with the first steps in taming the grass-eating animals, for man has found it necessary to have grass-eating animals as friends if he is to be sure of a food supply in the varying vicissitudes of his nomadic life. The story moves easily, giving abundant opportunity for dramatization which will impress upon the child's mind indelibly, the life his forefathers are believed to have led. Illustrations, together with suggestive activities, combine with the historical material to make the book one of unusual value. Preceding books of this series by Miss Dopp are: **The Tree Dwellers, The Early Cave Dwellers, The Later Cavemen, The Early Sea People.** (Rand McNally & Company, New York.)

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**House and Home**, by Greta Gray. The question of the home is one which touches

all people. A book dealing with the problems of home is interesting to every homemaker as well as to students who are studying the subject. The author of this volume has handled her subject in a non-technical way and has designed it for those who are planning to build homes; those who are renting homes; those who may design homes for others and for study-groups searching for practical information for different purposes. Location, plans, materials, construction, plumbing, heating, lighting, built-in conveniences and labor-saving devices together with types of architecture and design, grounds, alterations, farm houses and other angles of the home all receive attention in a suggestive style. (J. B. Lippincott Company, Philadelphia. Price $2.50.)

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**The Basic Principles of Gregg Shorthand,** by John Robert Gregg. The general principles of the Gregg shorthand system and how these principles have been applied in the selection and arrangement of the alphabet compose this volume, which includes an interesting chapter on "The evolution of Shorthand Principles." In his preface the author says: "Confronted by a new invention an American almost invariably asks, 'Will it work?' Until satisfied on that point, he is seldom interested in the mechanical principles on which the invention is constructed. But when the invention has been demonstrated to be a real advance, he wants to take the motor apart and see how it works." The author shows in his chapters "how it works." (The Gregg Publishing Company, New York. Price $1.)

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**The Masterleaf Class Record Book.** No rewriting, folding or cutting is required in this class record book, which has an extension or extra leaf folded back into the book which is to be used for names of the students. The names of the pupils are to be written on the master-leaf once for the term. The leaf folds over successive pages as they are used, thus the book opens to the correct place each time. As many as 70 names may be written, if necessary. The books may be had in different sizes and bindings and prices. Extra leaves are furnished for the loose-leaf Masterleaf book. (Masterleaf Record Book Company, 2419 North Fifth street, Harrisburg, Pa.)

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**"Senesence or the Last Half of Life,"** G. Stanley Hall, author of Adolescence, etc. Price $5. D. Appleton & Company, publishers, New York. California knows, loves and apprecites G. Stanley Hall. Twenty years ago he was a familiar figure at the C. T. A. district conventions, and even county institutes. He came with a new message. In the background was a sound pedagogical philosophy, in his presentation were wit, common sence and an almost intuitive interpretation of the needs of the teacher. He was not only popular, but he left a deep impression on California teachers. The teacher of California will appreciate this book. It is almost an autobiography. Dr. Hall has written of childhood adolescence, middle life, and now of life from forty on. In this book he treats of "the youth of old age," "The History of Old Age," "Literature by and on the Aged," "Statistics of Old Age," "Medical Views and Treatment of Old Age," "Contribution of Biology and Physiology," "Report on Questionnaire," "Some Conclusions" and "The Psychology of Death." The style is fascinating, rich in illustrations, personal in viewpoint, and yet universal in application. Dr. Hall has written a great book. It is the most interesting book on "old age" that has ever been written.

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The Gregg Publishing Company at New York used airplane mail to get the first copies of the New Rational Typewriting to the summer sessions at Berkeley and Los Angeles. This book is a great advance in teaching typing power by eliminating negative, mechanical imitation, and substituting positive, constructive work that secures constant attention and vital interest. The Gregg Company have recently purchased the publications of the Knox Publishing Company of Cleveland, Ohio. "The Science and Art of Spelling," "Salesmanship and Business Efficiency" and "Personal Efficiency" are on the State High School list.

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Miss Charlotte Dryden from Council Bluffs, Iowa, is the guest this week of her old-time college friend, Mrs. Mabel Macy Dobson, known is the picture world as Mabel Macy, a painter of the redwoods. Miss Dryden, who has been an active worker along educational lines in the Middle West for many years, is now county superintendent of schools of Pottawattamie, the largest county in Iowa. She is making a tour of the West in the interest of educational work.

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Teachers and educationalists who are thinking of visiting England at any time should make a note of the address of the Education Guild, 9 and 10 Brunswick Square, London, W. C., England. There they will find a reliable information bureau where they may obtain help and information with regard to sight-seeing, traveling facilities, and so on, and the secretary will be delighted to welcome teachers from other countries and to assist them in any way in her power during their stay in England.

The Guild is an organization composed of teachers and educationalists. The Guild House, which is run on the lines of a club, and includes a restaurant where meals are served at extremely moderate prices, forms a social center for educationalists, and American teachers visiting London would find it a pleasant rendezvous.

Another point which should be noted by intending European travelers is that the Guild publishes annually an invaluable little book entitled "Holiday Resorts and Recommended Addresses" (price 2/-), which contains about two thousand personally recommended addresses of hotels and pensions in England and on the Continent, where good accommodation is available at reasonable prices.

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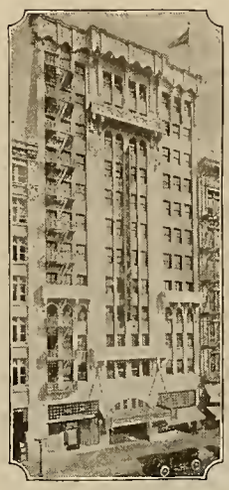

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The above is a snap shot of R. W. Coddington and Mary L Coddington, who completed recently a tour of the world. Mr. and Mrs. Coddington conducted a teachers' agency in Los Angeles, and have given splendid service both to teachers and boards of education.

## WESTERN SCHOOL NOTES

Scott's Valley, in Santa Cruz County, is to have a new school as a result of an election held in that district and which carried by a vote of 43 to 12.

Teaching of the German language in the public schools of California will be resumed as the result of the action of the State Board of Education in lifting the ban that was laid during the war. For months the board has debated the advisability of restoring German to its former position in the curricula of the schools, but it has felt heretofore that there was no public demand for the restoration of the language. The board's action was based on the recommendation of the Association of High School Principals and the application of the San Francisco Board of Education for permission to teach German in the schools of that city.

Four rooms will be added to one elementary school building in Tustin and two rooms to another building for the fall term, according to Superintendent C. A. Weise. Another evidence of growth is the fact that five new school buses are to be added to those already in use for the transportation of children to and from school. This will include transportation for kindergarten, elementary and high school pupils. Mr. Weise has just completed his first year's work in Tustin and has signed a four-year contract, for work beginning this fall.

The fall term will see the opening of two new $200,000 school buildings in San Mateo. One new school is to be called the Turnbull school in recognition of the many years of faithful service given to the children of San Mateo by William F. Turnbull as trustee. George W. Hall is city superintendent of schools in San Mateo.

Mrs. Mary L. Fulkerson, county superintendent of schools in Marion county, Salem, Oregon, was one of the visitors from the North to the N. E. A. convention. Mrs. Fulkerson will soon have off the press a booklet, "Seat Work Devices," which she has compiled after a number of years of actual work and observation and supervision in the schools. This material will be of particular interest to the rural school teacher.

State Superintendent of Public Instruction Will C. Wood has received an opinion from Attorney-General U. S. Webb that the State Board of Education has the power to adopt a general regulation requiring county boards of education to limit to one year, with the privilege of renewal under certain conditions, of teachers' certificates granted on credentials. The renewal of the certificates under the State Board's regulations would depend on the completion of courses of study prescribed by the board.

Because of reduced appropriations for the support of the California Polytechnic school at San Luis Obispo, a consolidated program of instruction has been provided which means the elimination of instruction in Spanish, drawing, music, commercial subjects and household arts, it has been announced by the State Department of Education. The revised instruction, it is said, means that girls no longer can attend the institution.

A senior of the Modesto high school, Kenneth B. Ward, won this year's scholarship, offered annually by the California School of Arts and Crafts of Berkeley, to the senior high school student of California excelling in artistic ability. Posters, drawings, bookends and a bust of one of his fellow students modeled by Ward won the favorable notice of the judges.

Vaughan MacCaughey, formerly superintendent of public instruction of Hawaii, is now associate editor of the Sierra Educational News. He is a vigorous thinker and a great worker, so that the association is fortunate in securing his services.

Already several of the leading and old established teachers' agencies have announced their intention to close up their offices. This will require taxpayers to add additional clerks, etc., to placement bureaus in universities, teachers' colleges, etc. Whenever you kill off a private enterprise you increase public needs. The teachers' agency has and always will be a necessity, and the public will have to be taxed for the benefit of a class when the teachers' agency ceases to exist.

Miss Caroline Swope, who conducts her private summer school for teachers at Berkeley and Long Beach, is meeting with unusual success this year. There are 226 teachers enrolled in her school at Berkeley and she has many applications for her school at Long Beach. Miss Swope has among her students 13 Humboldt county teachers, 20 Sacramento city and county teachers, and 18 Fresno city and county teachers. These large delegations show the strong appeal of Miss Swope's work. If the teachers should enroll at any of the universities or teachers' colleges they would be given units of credit, but unfortunately Miss Swope's school is not credited. Hence the large attendance is all the more remarkable. It is to be hoped by all those who believe in reward of merit as the fundamental basis of all educational effort, that the State Board of Education will place Miss Swope's school on the accredited list.

Dr. A. E. Winship, editor of the Journal of Education of Boston, was a guest of honor of the Sequoia Club on Thursday, July 5. He spoke on personal reminiscences of Oliver Wendell Holmes, Longfellow, Thomas W. Higginson, A. Bronson Alcott, Julia Ward Howe, Wendell Phillips and others.

## ERASER CLEANER

Are you progressive? Are you modern? Then purchase for your school a Giant blackboard eraser or a new Simplex hand-operated eraser cleaner. This new machine will be of great service and will save money and time and be a valuable acquisition to your school. James Lynn Company of Chicago manufacture the eraser cleaners, and C. F. Weber & Company sell them for the Pacific Coast.


# New Ginn and Company Books

added to the list of high school texts approved and adopted by the California State Board of Education.

**Tanner's "Composition and Rhetoric"**
For use in high schools wherever an English Composition is needed. A worthy successor to "Lockwood and Emerson"—the most popular work on the subject ever published.

**Smith's "English for Boys and Men"**
Published to meet the demand for a book on English which would appeal to the masculine mind, especially when found in night schools, continuation or part-time classes.

**Ball's "Construcive English"**
An invaluable handbook for high school or college. In many classes in Composition will be the only book used. Of use to stenographers, to secretaries, and to all others interested in correct usage.

**Boynton's "American Literature"**
Leads pupils to read literature first-hand. Its comments are simple and intelligible. It saves the time of busy teachers. The author believes that high school pupils are more interested in the content of literature than in its form.

**Cooper's "Poems of To-day"**
The author, a teacher in the University High School, Oakland, has done a most painstaking piece of work in the selections made and in the teaching material which accompanies them.

**Smith's "Essays on Current Themes"**
The primary object of this book is to widen the student's range of interest and to furnish him with up-to-date material for talking and writing.

**D'Ooge and Eastman's "Caesar in Gaul"—Revised Edition**
The new edition, in addition to the life of Caesar, contains Ritchie's Argonauts and Nepo's life of Hannibal, added for the purpose of furnishing simple Latin for the first weeks of reading in the second year.

**Greenough, Kittredge and Jenkins' "Virgil's Aeneid"**
Contains for first time in one book Bks. I-VI, selections for sight reading from Bks. VII-XII (800 lls.), summaries in English of omitted portions, and the sections from Ovid (725 lls.) required for college entrance 1923-25. Summary of essential grammatical principles is included. Notes, Vocabulary, and Introduction are new and accord with dictates of modern scholarship and classroom experience.

**Ray and Bahret's "Correspondencia Practica"**
An easy, well graded, practical correspondence book for second year high school classes in Spanish with the vocabulary of business Spanish.

**Smith's Essentials of Plane Geometry"**
In this, the latest addition to the Wentworth-Smith Series, the number of basal propositions has been limited in accordance with the recommendations of The National Committee on Mathematics Requirements and of The College Entrance Examination Board, thus lessening the demand on the student's memory and permitting a more simple teaching organization of the essential parts of geometry.

**Harned's "Typewriting Studies"**
Those who examine this book will see that there ARE reasons for selecting a particular text on teaching typewriting other than the fact that it is published by the concern which handles their favorite text on Shorthand or Commercial Law. "Harned" is less mechanical; more constructive than most competitors.

**GINN AND COMPANY—Publishers**
45 Second Street San Francisco, Calif.

A gain of more than 17,000 students in attendance at the public schools of Los Angeles was made this year over last year's enrollment, according to figures prepared by the board of education.

The total registration up to and including last May was 154,179 students, while for the corresponding period last year the enrollment was 136,901, according to the report.

In order to cope with the increased attendance the board ordered the construction of twenty additions to school buildings at the cost of approximately $200,000.

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John F. West, superintendent, Pasadena, is re-elected for a four-year term at $6500 for the first two years and $7000 for the other two years. This is a great tribute to the success of Mr. West, for in these days of retrenchment in finance and unrest in the profession this has high significance. Evidently the Governor's curtailment did not impress the Pasadena Board of Education.—Dr. A. E. Winship in New England Journal of Education.

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## PEDAGOGUES MAY GATHER INSPIRATION FROM ART EXHIBIT

An exhibition of colortypes in oil, all marine views, painted by the marine artist, Charles H. Grant, was held in San Francisco recently. The colortype in oil was originated by Grant and the effect of strength and delicacy in the execution is strikingly beautiful. The perfection in coloring, the glamour and urge of the sea is evident in the green and gold depths of the scenes portrayed. "The Last Glow" shows a magnificent sea, while in "When the War Dogs are Loosed" a whirl of strength and action are portrayed. There were twenty-four pictures at the exhibit; each picture had the fineness of finish and the marked individuality that distinguish this marine artist's work.


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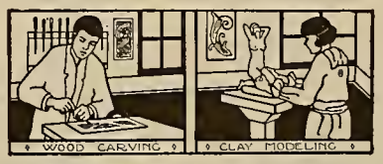


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## JOTTINGS OF A TRAVELING BOOKMAN

Horace C. Coe, county superintendent of schools of Imperial County, has appointed Miss Lura Kirkpatrick, principal of the Brawley Grammar School, to the position of deputy superintendent in charge of supervision and certification.

Mrs. O. M. Willit, rural supervisor for San Luis Obispo County schools, attended the summer session at the University of California.

Paul E. Stewart, city superintendent of Santa Barbara, expects to have the high school in its magnificent new plant by Christmas time. A $200,000 new bond issue for elementary buildings was recently passed.

Miss Mabel C. Stark of the University of Chicago gave courses in geography at the San Jose Teachers' College summer session.

Glen D. Wright, district superintendent of Corona, will open his high school in his new plant in September. One hundred and fifty thousand dollars has been expended on an excellent new building located on a fifteen-acre plot.

The personnel of the principalships of the Imperial Valley high schools has changed considerably this year. H. H. Wardrip of Holtville goes as principal to Sanger; C. B. Collins of Imperial takes over the city superintendency of Calexico; M. S. Templeton, teacher in the El Centro high schools, goes as principal to Imperial.

At Beaumont F. W. Whitney, principal of the high school, has retired and has been succeeded by C. O. Harvey, vice-principal.

Miss L. Raney, who for several years has been principal of the Washington Elementary School at Corona, will have charge of the Junior High School, which has been established in the old high school plant. Miss Gladys Kimball has been promoted to the principalship of the Washington school.

John A. Cranston, superintendent of the Santa Ana schools, and Miss Isabel Anderson of the Santa Ana High School, have for the last four years won the doubles championship in the Orange County teachers' tennis tournament.

John W. Cooper, city superintendent of Fresno schools, gave two courses at the summer session of the University of Oregon at Eugene. One was on "The Principal and His School" and the second was on "Supervision for Principal and Supervisor."

Wade F. Thomas, district superintendent of San Anselmo grammar school, attended the summer session at the University of California.

Walter R. Hepner, vice-principal of the Fresno high school, has been appointed assistant superintendent of Fresno city schools by Superintendent John W. Cooper. Mr. Hepner gave a course this summer at the session at the San Jose Teachers' College.

Some twenty-five book concerns had exhibits at the summer session at the University of California. Exhibits were on the mezzanine floor of the Students' Co-operative Store. The companies exhibiting were: Putnam, Blakiston, Harr Wagner, J. B. Lippincott, Houghton-Mifflin, Henry Holt, Macmillan, Allyn and Bacon, Ginn, American Book, Southwestern, H. M. Rowe, Charles Scribner's Sons, D. C. Heath, D. Appleton, Silver Burdett, John C. Winston, World Book, Laidlaw Bros., Rand McNally, Century, The Book House for Children, Book of Knowledge, Compton's Pictured Encyclopedia, and the New International Encyclopedia.

R. W. Snyder, for several years director of physical training in the Alameda city elementary schools, has been elected vice-principal of the Lindsay high school.

J. H. Bradley, formerly vice-principal of the Lindsay high school, has been appointed district superintendent of the Lindsay schools.

Thomas A. Russell, principal of the San Diego high school, resigned to accept the principalship of the Huntington Park high school at substantial increase of salary over what he was receiving at San Diego.

B. F. Brown, who for several years has been principal of the Booneville high school, has been appointed to the principalship of the new high school at Escalon for next year.

T. O. Renfrow, principal of the Kingsburg high school, attended the U. of C. summer session at Berkeley.

E. J. Shives, last year principal of the Chico high school, will handle English and journalism in the Venice high school next year.

W. S. Kellogg has been elected principal of the Frances Willard junior high school at Santa Ana. Mr. Kellogg for the last two years has been teaching general science in the Stockton high school.

Maurice H. Rowell, principal of the Martinez high school, attended classes in education at the summer session of the University of California.

Benton Welty, for the last two years principal of the Ceres grammar school, has been placed in charge of the elementary schools of Auburn.

Bookmen present at the University of California summer session exhibit at Berkeley were E. R. Colvin, Silver Burdette; George P. Babcock, D. C. Heath; C. S. Jones, World Book Company; Charles Beers, A. A. Belford, Rand McNally & Co.; John Beers, MacMillan; F. A. Rice, J. O. Tuttle, Ginn & Co.; R. C. Hamilton, Allyn & Bacon; Walter T. White, H. M. Rowe Company; W. M. Culp, Harr Wagner, Putnam and Blakiston; W. H. Laidlaw, Laidlaw Brothers; A. B. Z. Tavern, Southwestern Publishing Company; H. F. Childs, The Century Company; Robert W. Spangler, F. E. Compton & Company; Miss Eleanor J. Ellis, J. B. Lippincott & Company.

Walter T. White has been appointed traveling representative for the H. M. Rowe Company for the Western States. Mr. White has had considerable experience as salesman and teacher. For the last two years he has held teaching positions at Manteca and Rio Vista.

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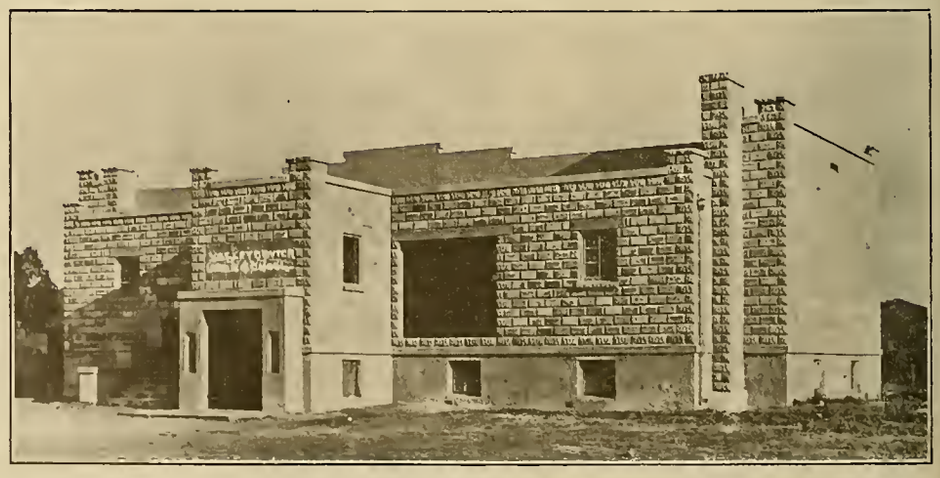

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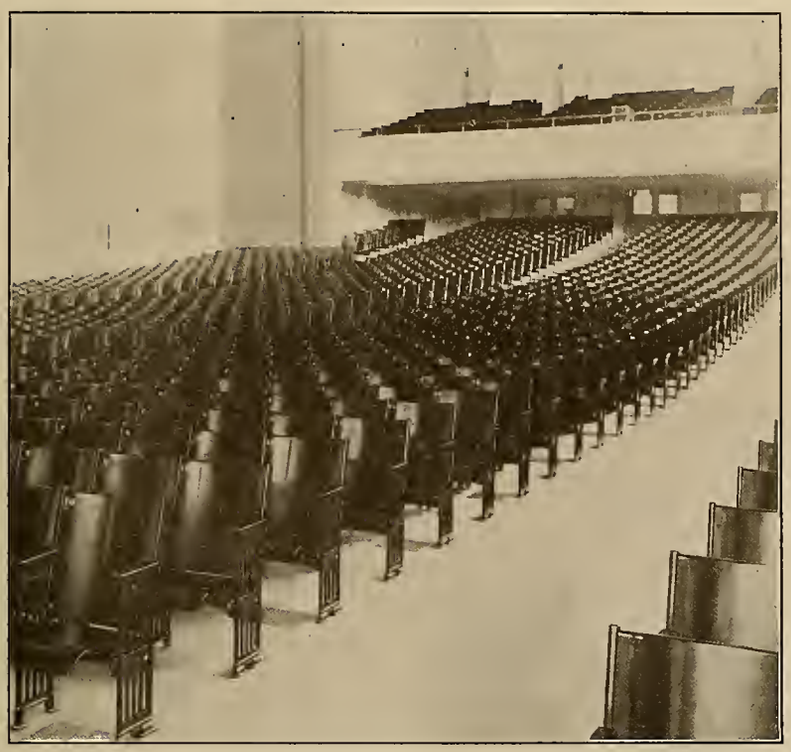

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## WESTERN SCHOOL NEWS

Governor Richardson has appointed C. A. Storke, editor and publisher, ex-member of the Legislature, a member of the State Board of Education, vice George W. Stone, deceased.

R. J. Werner, of the agricultural department of the University of California, and author of The Project Record Book for Agricultural Students published by Harr Wagner Publishing Company, has been appointed State Supervisor of Agriculture, vice J. B. Lillard, who has been appointed at the head of the Sacramento Junior High School.

Edwin R. Snyder has been appointed president of the State Teachers' College, San Jose. Dr. Snyder has been the commissioner of vocational education since the organization of the department. He was formerly a teacher in the San Jose Normal.

Grace C. Leishman, teacher of history and civics in the Crocker Jr. High School, deserves special mention for an interesting booklet on "The History of the San Francisco Public Schools," Crocker Jr. High School press. It was distributed with the compliments of Irvin C. Hatch, the efficient principal of the school.

The annual report of the Pasadena city schools, Pasadena, California, for 1921-1922 by Superintendent J. F. West is a very interesting document. The report on every phase of the elementary high school, special schools and welfare work is complete.

Superintendent Roy Cloud of San Mateo County has endeared himself to all lovers of trees by placing before the Board of Supervisors of San Mateo County a construction plan for the purchase of 300 acres of native redwood for a park at Harrison on Pescadero Creek, San Mateo County. The poet says, "He who plants a tree plants a hope," but he who saves a tree is not only an economist but a great and good man.

James Ferguson, principal of the wonderful educational high school plant at Chico, was a guest of honor at Sequoia Club July 5, and entertained the club.

Ex-Superintendent Agnes Howe of Santa Clara is now rural supervisor in Lake county. Minerva Ferguson and Agnes Howe will make a splendid team and beautiful Lake county should and will be as noted for its public schools as for its beautiful scenery.

If there are any taxpayers who seriously believe that Richardson is right, and Will C. Wood is wrong, and that the taxpayers will benefit by Governor Richardson's program of anti-school economy, then suspend judgment until your tax bills come in during the next four years.

Though indications of oil were found in Pasadena on Monk Hill recently, where building of a new school is in progress, school men of the city state that the discovery of oil will make no difference, as the ground has already been dedicated to educational purposes.

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ADMISSION DAY NUMBER

THE
WESTERN JOURNAL of EDUCATION

AUGUST, 1923

# The Call of California

By STANLEY B. WILSON
Member of State Board of Education

There's a new voice calling loudly
Through our golden western land—
Calling down from hill and mountain,
Up from wave-washed ocean strand;

Calling in the breath of blossom,
In the breeze from peak to shore,
In the wealth of scenic grandeur,
In the world-enriching store:—

"Bring me men to match my mountains,
Tall, majestic, firm and grand;
Men to match my stretching shore-line,
Guardian of our golden land;

"Men to match my groves and gardens—
Rich in fruits of health and cheer;
Men to match my scenic splendors—
Never failing to endear;

"Men with minds to match my sunlight—
Clear, pure, penetrating, free;
Men with souls to match my vastness,
And my hopes of destiny;

"Men to match my place of honor
In Columbia's starry fold,
Fearful only of injustice,
But for right and duty bold;

"Men whose patriotic purpose
Is not bound by battle's strife,
But divines its best expression
In the common things of life."

*NOTE.—In this issue, "Source Material for Admission Day," "Department of Exchange of Ideas and Devices," Department of County Free Libraries," etc.*

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VOL. XXIX, No. 8 SAN FRANCISCO, AUGUST, 1923 Price 15 Cents

## The Western Journal of Education

HARR WAGNER, Managing Editor.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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If tales of love enfold you,
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Pray take along a book.
If your soul is thrilled by mystery,
Sh! Take along a book.
If you want to turn right thrifty,
If you'd learn to dress right nifty—
Just take along a book!

---

W. H. Hughes, head department of research of Pasadena city schools, gave three courses at the Santa Barbara Teachers' College summer session. The courses were on Educational Measurements, General Psychology and Educational Organization.

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R. D. Linquist, Berkeley elementary school principal, gave a course on "Foundations of Method" at the University of California Southern Branch summer session.

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Fullerton grammar schools under the superintendency of C. A. Marcy continue to advance. A new ten-room school is soon to be constructed at a cost of $85,000. A four-room addition to the West Side school at a cost of $30,000 is under way. Mr. Marcy now has charge of five schools and expects an enrollment next term of between 1400 and 1500 children.

# ADMISSION DAY IN CALIFORNIA SCHOOLS

By Ruth Thompson

The Admission Day program consists of the following material: The Story; Naming of Twenty-seven Counties of California by the First Legislature; The Seal of California; Quotations from Addresses in the Senate on California's Admission to the Union; Appropriate Poems. Sugggestions for the use of the material are that it all be studied by the children; stories may be written and told; twenty-seven children may represent the original counties and each tell of one of the counties in turn before returning to his desk; the quotations and poems may be memorized and recited; four children may take part in the poem, "To California", representing "1848", "The Seventies", "Today", "The Future". The Bear flag, the flag with thirty-one stars and the flag as it is today may be drawn and the State seal may be discussed and perhaps reproduced. Patriotic songs and "I Love You, California" and "The Song of '49" by Leila France McDermott* are appropriate to the day.)

* For "The Song of '49" address Mrs. Leila France McDermott, Elite Publishing Company, at 70 Santa Monica street, San Francisco, Calif.

## THE STORY

### Fremont's Part in the Early History of California

Admission Day for Californians signifies the entrance of California as a state into the Union. President Millard Fillmore signed the bill that admitted this, the thirty-first state to the American Union, on September 9, 1850.

The events leading to the admission of the Golden State are both interesting and important. They reach back through the period of Fremont's discoveries and explorations. An interesting account of the early steps that led to California's admission to the Union is given in Chapter XVI, "Lessons in California History," by Harr Wagner and Mark Keppel. This history relates that the path-finder, John Charles Fremont and his party, of which Kit Carson was a member, called on General Castro while in Monterey in 1846. The story continues:

"Fremont told Castro that he was on a geographical and topographical mission for his government, purely in the interest of science and commerce, with the intent also to find the best route for a road from the Atlantic to the Pacific. Castro, in the name of the Mexican government, granted permission to Fremont to carry on his work, but a few days later, while Fremont was camping in the Salinas Valley, he was ordered to leave the country. Fremont sent word to Castro in reply that he refused to comply with a request that was an insult to himself and to his government. Moving his camp to the top of the ridge, between the Salinas and San Juan Valleys, called Gavilan Peak, Fremont built a fort of heavy logs and raised the American flag amidst the cheering of his men.

"Fremont, with a force of only forty men, in the heart of foreign territory and separated by a continent from his government, defied the whole Mexican army. Had Castro's threat of force been carried out history must have recorded for Fremont and California a fight equal to Crockett's glorious defeat in the 'Fall of the Alamo.' Castro made no attempt, however, actively to interfere with the intrepid Fremont. . . . .

"While in the upper Sacramento Valley, preparing to cross the mountains into Oregon and continue his explorations there, Fremont was overtaken by Lieutenant Archibald Gillespie, bearing special dispatches and verbal orders from the Government. Fremont was warned of impending war with Mexico and the desires of the Government with regard to California. He realized that the time had come to translate into action Senator Benton's vision and make the Pacific Ocean the western boundary of the United States.

"Fremont was in command of the only United States force west of the mountains, organized for exploration but by virtue of wilderness conditions equipped as a fighting force. He took the first step in this country's conquest of California and immediately commenced his military activities in accordance with his instructions. He was at this time surrounded by hostile Indian tribes, and had it not been for the bravery of his Delawares the party would have been massacred. As it was, in the several fights which took place, several of his men were killed. Returning down the Sacramento Valley, Fremont's force formed a nucleus around which the scattered Americans of the territory gathered.

**"This was a critical time in the history of California and of the United States. For a long time the British Empire had looked with covetous eyes upon this region. Russia also had desired it, and Mexico had held it though doing little for its progress. Fremont's reports to the Government at Washington had aroused our statesmen to the knowledge that possession of California was necessary to the growth of the United States. Fremont became at this time a commanding and an heroic figure in the progress of events.**

"With war at hand, a proclamation had been issued by the Mexicans ordering all foreigners out of the territory. An American, William B. Ade, who had settled in the upper Sacramento Valley, organized a group of men, thirty-two in all, who made a surprise attack on the military post at Sonoma. At this time Sonoma was but a small settlement of a few adobe houses, the barracks, the residence of General Vallejo and that of Jacob Leese, grouped about the Plaza.

"At daybreak on June 14, 1846, Ide's forces surrounded Vallejo's house. Aroused from sleep, Vallejo surrendered. Marching to the fort, the men surrounded it and demanded its surrender. Without the firing of a shot the Mexican force of eighteen gave way to superior numbers, and the Americans came into possession of nine brass cannon, two hundred and fifty guns and some personal property. Ide issued a proclamation declaring California a republic.

"But a republic called for a flag, and Ide's force had none. One of the men made a flag from a piece of coarse white cloth. It was about three feet by six, bearing a single star, a bear, and the inscription 'California Republic.' Ide in a speech to the men of his company declared that the republic was founded on 'equal justice to all men.'

"General Vallejo and a number of the prisoners were sent to Fremont, who sent them on to Sutter's Fort, where they were well treated. There were two unfortunate events, one the lassoing and dragging to death by the Mexicans of the two Americans, Cowie and Fowles; and the capture and killing by the Americans of Berryessa and the Haros.

"War was not a certainty, though the aid of the United States was not sure. Fremont's orders were verbal ones and secret, and how far he and his men would go in support of the insurrection

could not be known. Ide and his men knew that without Fremont's aid the recapture of Sonoma by Castro was sure.

"With the arrival at Sonoma of Fremont and his men, all uncertainty was removed and the rejoicing was great. News was received of the raising of the American flag at Monterey by Commodore Sloat, whose fleet was anchored in the bay, and Fremont issued a proclamation taking possession of the country in the name of the United States. This was on July 7, 1846, and Commander John B. Montgomery of the U. S. S. Portsmouth, then in the Bay of San Francisco, was ordered to raise the American flag on the plaza there.

"Uncertainty still existed as to the extent of Fremont's verbal instructions as carried to him from Washington by Gillespie. Commodore Sloat had taken a decisive step. Was Fremont acting under his orders or independently? Sloat was uncertain as to his own authority, and doubtful as to the extent of his orders. Fremont in the meantime had gone south, routing the Californians and proclaiming possession by the United States. General Kearny, famous Indian fighter, had fought the battle of San Pasqual near San Diego.

"Don Andreas Pico, brother of Governor Pico and commanding the Californians, retreated at the approach of Kearny and his men. Kearny ordered an attack, and in their eagnerness to come to close quarters those Americans who had better horses quickly drew away from their comrades. When Pico saw that the American forces were becoming separated, he turned and began a running fight in which the Americans lost eighteen killed and wounded, among whom were both Kearny and Lieutenant Gillespie. The position of the Americans became critical.

"Kit Carson and Midshipman Edward Beale, afterward a noted citizen of California with a large grant of land in Kern County, volunteered to make their way through the enemy's lines to San Diego and secure help from the American forces there. Creeping through in the darkness of night, they reached San Diego and secured reinforcements, resulting in the surrender of the Mexican forces.

"In giving battle to Pico, Kearny was acting independently of the naval forces with which Fremont was working, and believing that this battle was unnecessary ,the latter described it as an unfortunate affair. This was a further result of the uncertainty caused by the verbal instructions given to Fremont, which caused him, a military officer, to act with and under the instructions of Commodore Stockton rather than under the command of Commodore Kearny, his ranking officer in the army. Kearny, angered by Fremont's frank criticism of his action at San Pasqual, ordered him as a prisoner to Washington, where he was courtmartialed and found guilty, only to be promptly pardoned by the President, who recognized his great services to the country. This battle of San Pasqual was the only conflict of note in the entire conquest of California. It was fought on December 5, 1846. . . . . .

**"On January 12, 1847, Governor Pico, at a place called Cahuenga, near the place where Hollywood now stands, signed the papers which gave the United States full possession of California. Fremont accepted them for our Government, and through those documents California, with other territory, was finally definitely ceded to the United States by the treaty of Guadalupe Hidalgo in 1848. Against the opposition of Kearny, Commodore Stockton appointed Fremont acting governor of California."**

### After the Discovery of Gold

Gold was discovered on the American River in January, 1848, and Governor Mason's consequent report to Washington, D. C., that "there is more gold in the country drained by the Sacramento and San Joaquin Rivers than will pay the cost of the late war in Mexico a hundred times over," started the tide of emigration westward and rapidly populated California.

There was lawless behavior as a natural consequence to conditions. There was need of good and forceful government.

In the spring of 1848, when California was annexed as territory belonging to the United States by the treaty of peace signed with Mexico, the question in Washington was how to govern this new territory.

The Northern and Southern States of the Union were having strenuous debates on the slavery question. California, as a prospective new state, was whirled into the midst of the discussion. California would disturb the balance of power in the Senate to the prejudice of slavery if admitted as a slave territory. In 1848 Congress provided amply for obtaining revenue from California, but did not even promise for some future day the government she coveted.

There were earnest-minded persons in the West who saw the needs. Since Congress had failed to give California a government there was one other step which could be taken. This was for California to provide a government for itself. A convention was called to convene at Monterey in Colton Hall, September 1, 1849. Forty-seven delegates were appointed to this convention. Some of the members of that convention have been closely allied with the government of California. Among them were Captain H. W. Halleck, Governor Riley's secretary of state and later general-in-chief of the United States army; John A. Sutter, pioneer settler in Sacramento Valley; John McDougal, second governor of the state; Thomas O. Larkin, first and last American consul in California and before 1848 the confidential agent of the American State Department; Charles T. Botts, editor of a Democratic paper published in Sacramento; Mariano de Guadelupe Vallejo, who had figured in the late war and who had welcomed the Americans when they came to the West; Dr. Gwin, one of the first United States Senators elected by the legislature of the state when it was organized.

Robert Semple of Sonoma was elected president of the convention.

When completed the constitution was submitted to the people in both the English and Spanish languages, and on November 13, 1849, it was voted upon favorably. Peter H. Burnett was chosen governor and George W. Wright and Edward Gilbert were elected to Congress.

The first legislature was convened in San Jose one month after the election. The sessions continued during four months, and though the wits of the day made merry at its expense and called it "the legislature of a thousand drinks," still, if the members drank well, they worked well, for they made one hundred and forty laws of general and important nature. Some of the laws were patterned after those of other states, but others were fitted to suit the peculiar needs of California. Among its other acts it incorporated the cities of San Francisco, Sacramento, San Jose, Monterey, Los Angeles, San Diego, Benicia, Sonoma and Santa Barbara.

John C. Fremont and William H. Gwin were elected as United States Senators.

Now that California had done her part she waited anxiously to see how her activities would be regarded in Washington and if Congress would take her into the Union.

The thirty-first Congress assembled in Washington, D. C., on December 3, 1849. Zachary Taylor was President of the United States. California was the subject of debates, heated arguments and resolutions. Taking a prominent part in the question were Daniel Webster, John C. Calhoun, William H. Seward, Jefferson Davis and Henry Clay. Calhoun and Davis did not want California admitted because of the slavery question. Calhoun was prostrated from a recent illness and could not be present at one of the sessions, but he composed a forceful speech and it was read to the Senate by Senator Mason on March 4, 1850.

After much wrangling the California bill went to the House of Representatives on August 28, 1850. On September 7 it was voted upon and passed. There were one hundred and fifty men voting against it. and fifty-six Southerners voting against it. The bill went to the President, Millard Fillmore, who had succeeded to the presidency upon Taylor's death. Fillmore signed the bill and California was admitted to the Union.

### News of Admission

News of California's admission did not reach here until October 18, 1850. The people had been waiting anxiously for the expected event, for they were anxious to have the seal of national authority put on their state proceedings. They were desirous of being recognized a part of the American Union.

On October 18, 1850, the mail steamer Oregon was sighted from Telegraph Hill sailing into harbor with flags flying and decorated gayly with streams of bunting. The good news was signaled from the ship to the waiting people on the hill. It spread rapidly and all business closed, courts adjourned and the people assembled at Portsmouth Square in a frenzy of delight to celebrate the event. Newspapers from New York which chronicled the story sold for five dollars apiece. Decorations in brilliant variety were brought out and decked the town. Guns were fired, processions were held, bon fires were lighted, shouting, singing and congratulating, amidst both tears and laughter, showed how these people of the West were affected by being made a state with the others in the American Union. Mounting his box behind six fiery mustangs and lashing them to their highest speed, the driver of Crandall's Stage shouted and cried the glad news to the people all the way to San Jose, the capital. Governor Burnett himself, anxious to tell the people, rode in another coach to San Jose. Along El Camino Real dashed the two stages, but Governor Burnett's arrived a few minutes ahead of Crandall's and it was he who told the populace in the Santa Clara Valley of California's admission to the Union.

The glad story was published in an address in Spanish and sent broadcast and the native population was urged to join in the activities. October 29 was the day of formal celebration as set aside by San Francisco. A parade was held in which patriotism of many varieties was portrayed. Even the Chinese were in the parade and a colorful feature of it. The California pioneers carried a banner on which was represented a New Englander in the act of stepping ashore and facing a native Californian with a lasso and serape. In the center was the State seal and the inscription, "Far West, Eureka, 1846. California pioneers organized August, 1850". A girl clothed in white

with streaming gauze of gold and silver shades about her supported a breast-plate upon which was inscribed, "California, the Union, it must and shall be preserved". Exercises were held. Mrs. Wills of Louisiana read an ode, and Judge Nathaniel Bennett delivered an oration at the plaza. Guns were fired, artillery discharged, fireworks were displayed, and all created an atmosphere of excitement and happiness that has made the event a memorable one with its great significance to California, the thirty-first State to enter the Union and the thirty-first star on the American flag. The new star was placed on the flag, which was then raised on the pole in the center of the plaza. Great was the joy and thankfulness of the citizens in the first American State on the Pacific Coast.

Since that first Admission Day seventy-two years ago, California has raised the number of her counties to fifty-eight; with her rich productiveness and vast resources she has brought added glory not only to herself but to the Nation which she was so eager to enter; her sons and her daughters have worked for her glory, they have enriched themselves, the State and the United States, and made California known the world over.

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### Naming of Twenty-seven Counties of California by the First Legislature

When the first legislature was assembled a committee was appointed to report the derivation and meaning of the twenty-seven original counties of California then existing as sub-divided by the legislature. General Vallejo was made the head of this committee. He did the work thoroughly and gained useful information. Some of the facts gathered by General Vallejo throw a light upon the "whys and wherefores" in these counties. The names are of Indian and Spanish derivations.

**Los Angeles County:** Named for Los Angeles, the "City of the Angels", which was founded by order of the viceroy of New Spain in 1781. The county is named for the city.

**San Diego County, or St. James:** Named after the first mission established at that place in Upper California July 16, 1769 The county gets its name from the city.

**Santa Barbara:** Named after its mission which was placed half way between the missions in Monterey and San Diego.

**San Luis Obispo County:** Named after its mission established September 1, 1772, by Junipero Serra and Jose Cavaller.

**Monterey:** Named by Viscaino after the Count of Monterey, with perhaps an allusion to the pines, "king of the forests". These pines are noted for their beauty. Monterey was the official residence of fourteen governors and a portion of the time was capital of California.

**Santa Cruz, or the "Holy Cross":** Named from the mission on the north side of Monterey Bay.

**San Francisco:** Father Junipero Serra was a Franciscan monk. He named the mission Dolores, which he founded in 1776 after the founder of his order. The presidio likewise took the name as did the bay and later the little town of Yerba Buena changed its name to San Francisco, making the group complete and all bearing the name of San Francisco.

**Santa Clara County:** Named from its mission, established January, 1777.

**Contra Costa County:** Meaning opposite coast. The county is across the bay eastward from San Francisco. It was almost called Diablo, devil, after the mountain which rises in its center and which was so called from a story the Indians told of evil spirits haunting the place.

**Marin County:** Named after the chief of an unfriendly tribe of Indians. These Indians attacked an exploring party in 1815. Marin was captured but he escaped. He took refuge in some islands at the mouth of San Rafael Inlet and these have since been called Marin Islands. Marin died at San Rafael Mission in 1834. but the county still bears his name.

**Solano County:** Sem-Yeto, meaning fierce hand, was the great chief of the Suisun Indians. When he was baptised he took the name of Solano in honor of Francisco Solano, a missionary. The county which the Suisuns had claimed was named Solano after the Indian chief.

**Sonoma County:** Sonoma is the Indian way of saying "valley of the moon". The Indian tribes of that region called their chief Sonoma.

**Yolo County:** Derives its name from the Indian word, "Yoloy," meaning a region thick with rushes. The tribes owning the tule lands west of the Sacramento were called Yoloy.

**Napa County:** Namer after the Indian tribe which occupied the valley from San Pablo Bay to Mount St. Helen's. The tribe was large and caused much trouble until an epidemic of smallpox in 1838 almost wiped it from existence.

**Mendocino County:** Named after the cape on the western coast which was discovered in 1853 and named after Mendoza, the author of the expedition and the viceroy of New Spain.

**Sacramento County:** Meaning the Sacrament. The river was first named "Jesus Maria" by Lieutenant Moraga, and its branch was later called the Sacramento and its branch the Feather River. Both the county and its capital today bear the name of Sacramento.

**El Dorado County:** So named because gold in paying quantities was first found within its borders.

**Sutter County:** Named after John Augustus Sutter, a native of Switzerland who emigrated to California in 1839. He obtained a grant of land and founded a colony on the east side of the Sacramento. Sutter was closely connected with the history of early California.

**Yuba County:** Yuba is a corruption of the word Uva, the Spanish word for grapes. An exploring party in 1824 on the banks of a tributary of the Feather River found quantities of wild grapevines growing.

**Butte County:** Named after the mounds which rise out of the plains east of Sacramento. The Buttes were so named by some hunters of the Hudson Bay Company, whose leader was Michael Laframbeau, in 1829.

**Colusa County:** Indian tribes on the west side of the Sacramento River called themselves by this name.

**Shasta County:** Derives its name from the Indians who lived at the foot of Mount Shasta.

**Trinity:** Was named after Trinity Bay, which was discovered on the anniversary of Trinity festival.

**Calaveras County:** Capt. Moraga found many skulls near a creek. He called the creek Calaveras, meaning river of skulls. The county, in which the river rises, has assumed the name. It is said the skulls were those of Indians killed by a warring tribe when others were fishing in their territory.

**San Joaquin County:** Finding a river which rose in the Sierras and emptied in Lake Buena Vista, Lieutenant Moraga in 1813 named the stream San Joaquin, after the legendary father of the Virgin. The river, valley and county today bear the name of San Joaquin.

**Tuolumne County:** Comes from the Indian word "talmalaume", meaning a cluster of stone wigwams.

**Mariposa County:** In 1807 a hunting party camped on a river which had trees growing on the banks. Many butterflies fluttered around the foliage. Mariposa, meaning butterfly, was the name given the river and the county has since been called by that name.

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### The Seal of California

Major Robert Selden Garnett, an officer of the United States Army, sojourning in Monterey in 1849 when the constitutional government met there, was the designer of the original state seal. The original sketch represented a figure of Minerva, the Golden Gate, a ship in full sail, and the Sierra Nevada range in the background, and the word "Eureka" (I have found it) above.

Garnett sketched this in his spare time and when he showed it to some of his friends they wished immediately to present it to the convention for consideration for the state seal. For political reasons, and being naturally modest, Garnett did not want attention drawn towards himself. However, when Caleb Lyon, one of the clerks of the convention, saw the drawing he immediately asked if he could present the sketch in his name. This request won Garnett's consent and Lyon took the design.

When the convention considered the seal a few changes were suggested. A bear was added to gratify Major J. R. Snyder and the men of the Bear Flag revolution, which was one of the forerunners of California's movements towards self government. A figure of a man with up-lifted pick-ax was added as an emblem of the great mining interests.

The explanation accompanying the design was entered as follows:

"Around the bend of the ring are represented thirty-one stars, being the number of states of which the Union will consist upon the admission of California. The foreground figure represents the Goddess Minerva having sprung full grown from the brain of Jupiter. She is introduced as a

type of the political birth of the State of California, without having gone through the probation of a territory. At her feet crouches a grizzly bear feeding upon the clusters from a grapevine, emblematic of the peculiar characteristics of the country. A miner is engaged with his rocker at his side, illustrating the golden wealth of the Sacramento, upon whose waters are seen shipping, typical of commercial greatness; and the snow-clad peaks of the Sierra Nevada make up the background, while above is the Greek motto, 'Eureka' (I have found it), applying either to the principle involved in the admission of the state or the success of the miner at work."

It was W. S. Sherwood who moved that the seal be adopted as the "coat of arms" of the State of California. The motion was carried by a vote of twenty-one to sixteen. It was resolved that the words, "The Great Seal of the State of California", be added to the design.

Discussion was held as to the payment of $1000 to Lyon for the seal and all the necessary appurtenances to its use. This roused some enmity for Lyon, as it became known that Garnett originally designed the seal. It is a disputed point in history as to whether Lyon was, or was not, paid the money. Credit was, however, given to Garnett for his work when a newspaper of the day published the story.

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### Quotations from Addresses in the Senate on California's Admission to the Union

Daniel Webster, William H. Seward and Henry Clay were in favor of the admission of California into the Union. Jefferson Davis and John C. Calhoun were opposed to it. There were thirty states in the Union with the balance of power between the slave and free states equally divided. If California were admitted as a state it would either be as slave or free and thus sway the balance for the North or the South. By the compromise of 1850, among other provisions, California was admitted as a free State, but the new territories of Utah and New Mexico were to decide the question for themselves when the time came.

**Daniel Webster:** "I believe in the Spartan maxim, 'Improve,adorn what you have; seek no further.' . . .

"You might as well talk of a planet withdrawing from the solar system without convulsion as to talk of peaceable secession.

"The Union, which has been so hard to form, has linked together the destinies of all parts of the country, and has made a great nation, because it is a united nation, with a common name, and a common flag, and a common patriotsm. It has conferred upon the South no less than upon the North great blessings.

"There may be violence; there may be revolution; the great dead may be disturbed in their graves. All this is possible, but not peaceable secession. The Union is one; it is a complete whole. It is bounded, like the buckler of Achilles, on either side by the ocean."

**William H. Seward:** "California ought to be admitted at once; California comes from that clime where the West dies away into the rising East; California, which bounds the empire and the continent; California, the youthful queen of the Pacific, in robes of freedom, inlaid with gold, is doubly welcome: She stands justified for all the irregularities in her method of coming.

"The Stars and Stripes should wave over its ports, or it will raise aloft a banner for itself. It would be no mean ambition if it became necessary for its own protection to found an independent nation on the Pacific."

**Henry Clay:** "Coming from a slave State, as I do, I owe it to myself, I owe it to truth, I owe it to the subject, to state that no earthly power could induce me to vote for a specific measure for the introduction of slavery where it had not before existed, either south or north of that (Missouri Compromise) line; coming, as I do, from a slave State, it is my solemn, deliberate and well-matured determination that no power—no earthly power—shall compel me to vote for the positve introduction of slavery, either south or north of that line."

**Jefferson Davis:** "Never will I take less than the Missouri Compromise line extended to the Pacific Ocean, with the specific recognition of the right to hold slaves in the territory below that line, and that before such territories are admitted into the Union as States, slaves may be taken there from any of the United States, at the option of the owners."

**John C. Calhoun:** "Against this conclusion (against slavery) we must now and forever protest, as it is destructive of the safety and liberties of those whose rights have been committed to our care, fatal to the peace and equality of the States which we represent and must lead, if persisted in, to the dissolution of that confederacy in which the slave-holding States have never sought more than equality, and in which they will not be content to remain with less."

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### California's Star

When the Grizzly Bear came down from the hills
And stood on the flag of white,
And the single star of the Golden State
Shone out on the age-old night;

Then the bold Fremont and his hardy men
Rode in from the north and claimed
For Old Glory's stars the valleys wild
And the hills the Bear had tamed.

They held the land for our own bright flag,
And added her star to our own,
Where it shines as bright as any star
That the banner has ever known.

And the Bear still guards the glorious flag,
The banner it helped to raise
In the long ago of the days of old,
That first of Admission Days.

—Harry Noyes Pratt.

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### To California
(1848)

Rude, wild, unkempt, this strange new land
That bordered on the Western strand—
From old ties far departed—
But they who sought beneath thy earth,
And delved to better know thy worth—
They found thee golden-hearted.
(The Seventies)
Wide trampling o'er thy herbaged plains
The herds clashed horns, the droves tossed manes.
Flocks fed o'er realms uncharted;
Yet ever Spring renewed the green,
And with her satin poppy sheen
Bedecked thee golden-hearted.
(Today)
Land of the strong and brave and free,
An empire by the western sea,
Glad-homed and many marted.
Where 'neath the vine and fig one roves,
Or through the dark-green orange groves,
All gleaming golden-hearted.
(The Future)
Heir to the sunshine, heir to health,
Heir to unestimated wealth—
All that the Past imparted—
Shalt thou, bestowing with free hand
Thy blessings wide through every land,
Be called the golden-hearted.

—Charles Elmer Jenny.

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### Old California

'Tis a land so far that you wonder whether
E'en God would know it should you fall down dead;
'Tis a land so far through the wilds and weather,
That the sun falls weary and flushed and red,—
That the sea and the sky seem coming together,
Seem closing together as a book that is read:

Oh! the nude, weird West, where an unnamed river
Rolls restless in bed of bright silver and gold;
Where restless flashing mountains flow rivers of silver
As a rock of the desert flowed fountains of gold
By a dark wooded river that calls to the dawn,
And makes mouths at the sea with his dolorous swan:

Oh! the land of the wonderful sun and weather,
Where green underfoot and with gold over head,
Where the sun takes flame and you wonder whether
'Tis an isle of fire in his foamy bed:
Where the odds of the earth they are welding together
In rough-hewn fashion, in a forge-flame red.

—Joaquin Miller.

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### California

Across the San Joaquin's broad reach of vines and waving wheat
The old Sierras toss their gold at fair Los Angeles' feet.
Soft sighs of pine and orange groves woo sea winds from the West
And over all a spirit broods of romance and unrest.

—Carrie Stevens Walter.

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### California

Sown is the golden grain, planted the vines;
Fall swift, O loving rain, lift prayers, O pines;
O green land, O gold land, fair land by the sea,
The trust of thy children reposes in thee.

—Lillian H. S. Bailey.

### Her Poppies Fling a Cloth of Gold

Her poppies fling a cloth of gold
O'er California's hills—
Fit emblems of the wealth untold
That hill and dale and plain unfold,
Her name the whole world fills.
—Eliza D. Keith.

### Early California Ballad, the Maid of Monterey

The moon shone but dimly
Upon the battle plain,
A gentle breeze fanned softly
O'er the features of the slain.
The guns had hushed their thunder.
The guns in silence lay;
Then came the senorita,
The Maid of Monterey.

She cast a look of anguish
On the dying and the dead
And made her lap a pillow
For those who mourned and bled.
Now here's to that bright beauty
Who drives death's pangs away
The meek-eyed senorita,
The Maid of Monterey.

Although she loved her country,
And prayed that it might live,
Yet for the foreign soldier
She had a tear to give.
And when the dying soldier
In her bright gleam did pray
He blessed this senorita,
The Maid of Monterey.

She gave the thirsty water,
And dressed each bleeding wound,
A fervent prayer she uttered
For those whom death had doomed.
And when the bugle sounded
Just at the dawn of day,
They blessed the senorita,
The Maid of Monterey.
—Author unknown.

(This ballad was sung by the soldiers of the Mexican War, in the early days of California.)

### California

She was not born a babe to suckle strength;
A woman, gazing down her land's broad length,
Stepped from the pines out on the fall-brown grass.
The grizzly bear stood back to let her pass,
And Fremont's cannon thundered wide and far—
Old Glory's azure had another star!
—Madge Morris.

### A California Sunset

Unfurled above the horizon
Were crimson stripes on cumulus,
On snowy clouds; though day was done
The sun's brave message stayed for us.

There hung the lingering evening star,
Bright in its field of azure true.
Stretching thy glorious length along the West,
Within the girdle of thy sun-lit coast,
From pine to palm, from palm to snowy crest.
—Charles Warren Stoddard.

### Junipero Serra at the Golden Gate

The sun shines bright, the fog is burned away,
The Golden Gate lies open, sea and land
Smile as if toughed by the Almighty's hand.
A hundred years ago, on such a day
Did that Franciscan monk, that hero grand,
The good Junipero, the padre, stand
And gazing out to sea thus did say:
"Praise be to God and thanks, for His grace
We His weak ministers this deed have wrought,
In reaching thus the goal we long have sought.
Further to go His old paths to retrace;
Christ's holy rood to the land's end is brought,
The cord of Francis holds the earth in its embrace."
—Richard Edward White.


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*Dictated by Harr Wagner, but called out before signing.*

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### Pico

Last of thy gallant race, farewell!
When darkness on his eyelids fell
The chain was snapped—the tale was told
That linked the new world to the old;—
The new world of our happy day
To those brave times which fade away
In memories of flocks and fells,
Of lowing herds and mission bells.
He linked us to the times which wrote
Vallejo, Sutter, Stockton, Sloat,
Upon their banners—times which knew
The cowled Franciscan, and the gray
Old hero-priest of Monterey.

In his proud eye one saw again
The chivalry of ancient Spain;
The grace of speech, the gallant air,
The readiness to do and dare.
And he was ready; and his hand
For love of this, his motherland,
Was quick to strike and strong to lead;
He served her in her hour of need
And, loving, served her as he knew.
What better proof, though unconfessed,
Than those old scars upon his breast?

Once these broad fields which slope away
Asleep in verdure, zone on zone,
With countless herds, were all his own.
Once from his white ancestral hall
A lavish welcome ran to all.
Today the land which gave him birth
Allots him but one plot of earth—
A tomb where winter roses creep
On Santa Clara's crumbling wall;
Fit place, perhaps, for one to sleep
Who knew and loved her best of all.

So ends in rest life's fitful day.
He saw an era pass away.
He touched the morning and the noon
Of that sweet time which, all too soon,
To twilight hastened when the call
Provoked the golden land to leap
New-vestured from her age-long sleep.
The train moves on. No hand may stay
The onward march of destiny;
But from her valleys, rich in grain,
From mountain slope and poppied plain
A sigh is heard—his deeds they tell.
And, sighing, hail and call farewell.
—Daniel S. Richardson.

### The Pioneers of the West

Would God that we, their children, were as they—
Great-souled, brave-hearted, and of dauntless will!
Ready to dare, responsive to the still,
Compelling voice that called them night and day
From this far West, where sleeping Greatness lay
Biding her time. Would God we knew the thrill
That exquisitely tormented them until
They stood up strong and resolute to obey!

God, make us like them, worthy of them; shake
Our souls with great desires; our dull eyes set
On some high star whose quenchless light will wake
Us from our dreams, and guide us from this fen
Of selfish ease won by our fathers' sweat.
Oh, lift us up—the West has need of Men!
—Ella Higginson.

## THE MARTINEZ HIGH SCHOOL—A HIGHEST TYPE OF SMALL CITY HIGH SCHOOL DEVELOPMENT

By W. M. Culp

Individuality is usually the stamp of progress. The growth of cities, the upbuilding of institutions, while due in measure to the force of environmental circumstances, have generally behind them a driving force of individual personality. The case in point is the Martinez Union High School, whose new school plant and curriculum reorganization is due to the power and ability of the principal, Maurice H. Rowell, who for the last four years has worked upon this hardest of problems the same development of a small city high school.

Martinez is a city with its distinct problems. It is the county seat of Contra Costa County and as such has a large proportion of lawyers, judges, courthouse attaches, etc. —people naturally of good education and interested in having their children prepared for institutions of higher learning. On the other hand, there is a laboring element who depend upon manual labor for a livelihood. The foreign element in the community is large. Children from Italian, Portuguese, Dutch, Swedish, French and Danish parents are found in the high school. About forty-two per cent of the parents of the community are aliens.

This state of affairs forces Mr. Rowell to run a school for both those that intend to continue their studies and for those that are interested in vocational subjects.

Martinez has gone ahead rapidly in the commercial field in the last few years. The Shell Oil Company has built a huge refinery at Martinez. A great increase in population has resulted and the valuation of property has leaped from two million to over six millions of dollars. In consequence the schools have prospered accordingly.

In working out this problem of educating children of American and alien parentage, Mr. Rowell is being assisted materially by W. H. Hanlon, county superintendent of schools of Contra Costa County. Mr. Hanlon has just closed the first year's work of a four years' survey of the intelligence of the pupils in the Contra Costa County schools by Dr. Franzen of the University of California, which will be used in working out a segregation classification. Mr. Rowell intends to make use of this data as the pupils enter high school.

In addition Mr. Rowell, a thorough student of education, has made a very accurate survey of his community and its needs. He has organized the data obtained in a paper on the Reorganization and Redirection of the Curriculum of Union High School in a Small City.

The completion of the Martinez new high school building last year, erected on the new campus, marked a step forward in the town's educational growth. The school ranks among the finest school buildings in California; every modern convenience has been installed and all equipment is of the very latest. The plant represents an expenditure of $185,000, $175,000 of which was raised by bond issues.

The academic structure is 250 feet in length, two stories high and contains a large auditorium, sixteen class rooms and science department. The auditorium has a seating capacity of 850 with a large balcony and provides the largest public gathering place in Martinez. A commodious stage with painted scenery and a moving picture apparatus has also been provided.

The building is designed in the Romanesque type of architecture, which harmonizes beautifully into the California landscape. The location of the school is in the lower reaches of the picturesque Alhambra Valley with rolling hills rising directly in back of the building and four acres of flat in front of the structure where gardens and athletic grounds are laid out.

The walls are of reinforced concrete tinted a buff shade, with red tiled roof and trimmings of terra cotta and glazed tile in blending colors.

The electrical equipment throughout the building is one of the interesting features. An "airdry" device has also been installed which takes the place of towels for drying the face and hands.

A telephone system has been installed in the building and a master clock in the office of the principal just off the main vestibule regulates the periods throughout the entire building.

Probably the most up-to-date heating system in use in any school in Central California is one other attractive feature of the new school. The "Univent" heating and ventilating apparatus has been installed in every room in the building. Radiators are heated with steam and the room warmed by air from the outside that circulates through the radiator and is then forced out.

In another building, adjacent to the academic structure, is located the manual training and domestic science departments and athletic gymnasium. This building is equipped to teach a number of the manual arts, including blacksmithing, forging, automobile mechanics and others. The domestic science department is on the second floor of this building and a cafeteria where lunch will be served to the students has been equipped on the lower floor.

In carrying out this building program Mr. Rowell had the hearty support of community and board of trustees. It is to the board of trustees that Mr. Rowell gives a great deal of credit for the successful carrying through of this work. The members of the board of trustees are: John Reid, Jr., E. A. Majors, A. J. McMahon, T. S. Duane and Mrs. T. R. Hanna.

The faculty of the high school number eleven teachers and the enrollment for the coming year will be around 180. In addition to regular day school Mr. Rowell runs night school and citizenship classes two nights a week.

Mr. Rowell's success is due to his pleasing personality and joy of working in the teaching profession. The Martinez high school is a fine type of school, where the manifold demands of a small city are being adequately met.

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The Federal District Court of Texas has ruled that a contract is not a contract unless the same has been signed, sealed and delivered. This ruling applies to the recent book adoptions. The books were adopted, but the state did not enter into the contracts, so the court holds that the adoptions are void.

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W. C. CONRAD
The New District Superintendent of Venice City Elementary Schools

The election of W. C. Conrad of Santa Maria from a field of forty applicants to the district superintendency of the Venice City elementary schools has been one of the outstanding appointments of the summer. Mr. Conrad succeeds L. F. Ferrish, who recently resigned.

Mr. Conrad is a man exceptionally well trained for administrative work. He is a graduate of Stanford University. His experience has been gained through actual contact with school problems.

Such positions as vice-principalship of elementary school, principalship of elementary school, principalship of intermediate school, principalship of night school and district superintendency, together with a great deal of work at the University of Southern California and the University of California has made him a keen student of elementary school problems.

His thirteen years' experience include three years at Long Beach, four years at Santa Barbara and five years as district superintendent of Santa Maria elementary schools.

As district superintendent of Venice elementary schools Mr. Conrad will have charge of six schools and a corps of approximately seventy teachers.

Venice is a rapidly growing city and Mr. Conrad through community co-operation hopes to bring about a greater emphasis upon elementary education. He believes in the inculcation of a higher spirit of morale in the schools, of scientific procedure in education, of the value of post-graduate training for those engaged in school work. In other words, he believes that the public school is the real builder of happiness and prosperity in the lives of the people.

Mr. Conrad has been most active in teacher organization work. He has been president of the Santa Barbara County Teachers' Association, president of the Santa Barbara County School Masters' Club, and is now a member of the administrative group of the Southern Council of the California Teachers' Association. As a member of the Hesperian Lodge of Santa Maria and of the Rotary Club of Santa Maria he has played a prominent part.

Mr. Conrad's election to the Venice position at a substantial increase of salary is a much merited advancement and abundance of success is wished him in his new situation.

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## ROY GOOD, SUPERINTENDENT OF MENDOCINO COUNTY SCHOOLS

### A Builder of an Efficient System of Rural Education

The greatest advancement in education in the United States in the next ten years will be in rural education. The advancements that have come to urban population are being modified to suit rural conditions and the country school of the future will give the best that educational thought of the country can invent.

To build such a system, to make rural education the vital thing it is, to give to the children of the mountains and of the valleys the best there is, is the ambition and purpose of Roy Good, county superintendent of Mendocino county schools.

Progress along three major lines is being forced by Mr. Good. The first is that of adequate buildings and equipment,; the second is the formation of an up-to-date course of study for rural children; the third is the arriving at a scientific basis for the graduation and promotion of children.

Mr. Good carries on his work in a county where the scenic beauties are of unparalleled magnificance. Mountains heavily wooded with pine and redwood abound; there is little level land and valley follows valley from the coast to nearly a hundred miles inland where the mountains look down upon the great Sacramento Valley.

Lumbering, cattle raising, sheep herding, general farming, growing of grapes and deciduous crops are the principal industries. There are no large towns; Ukiah, the county seat, Willits and Fort Bragg are the largest centers of population.

Such being the case the advancement in securing adequate school houses has been extraordinary. The schools of the one-teacher type are in the majority. The total assessment of the whole county is some $28,000,000. Within the last three years some $500,000 have been voted and spent for new school buildings. Over twenty new one-teacher school buildings have been erected and practically the whole county has been equipped with new school facilities. This has been done through the hearty co-operation of the people with Mr. Good's program of advancement and in many cases the unionization of school districts has been effected.

Another praiseworthy feature has been the great aid given by many of the large lumber companies. Mr. Good has explained the needs to the heads of the companies and they have been the prime movers in securing new quarters. In many instances the lumber companies have erected new school houses with their own funds, not waiting to have a tax voted and assessed. In this time of so-called heartless corporations such an instance of public service is noteworthy.

Mr. Good finds the people of his county eager to have the best in education. Present buildings under construction include a $50,000 union high school at Anderson Valley, H. D. Hendricks, principal; a $90,000 grammar school at Fort Bragg, P. W. Smith, district superintendent. Through the active work of Mr. Good, George C. Barton, principal of the Round Valley union high school, and F. F. Zeek, principal of the Covelo grammar school, a Round Valley union grammar school district was organized and a $40,000 school building is being constructed. In addition buildings have been erected at Willits, Hopland, Redwood Valley and Ukiah.

In working out a new course of study and a scientific basis for gradation and promotion Mr. Good has been aided by Dr. Raymond H. Franzen, assistant professor of education and psychology of the University of California. Mr. Good believes that the act of the state legislature of two years ago of providing funds for hiring of outside educational experts and of supervisors of subjects for county schools is the one greatest single factor that will make for the advancement of rural education. In other words, rural schools are now enabled to have the same supervision that cities have enjoyed for years.

Dr. Franzen last year made a survey of the intelligence of the children of the whole county in tests in reading and arithmetic. This year he will continue that work and align with it tests on other subjects of the curriculum. Mr. Good expects to have in a short time a report published of the results of last year's work.

Dr. Franzen's work was for the purpose of securing data to enable better gradation and to secure information that would lead to the better supervision of the schools. Also, The information gleaned has been of great aid in the formation of the new county course of study.

In the formation of the new course of study Mr. Good and the County Board of Education have followed the lines laid down by the State Course and have built it following the needs shown by the educational survey. The curriculum is correlated under five heads—English, Arithmetic, Science, History, Arts and Crafts. Under English is grouped reading, literature, grammar, composition, penmanship and spelling; under Arithmetic is bookkeeping; under Science comes geography, physiology and hygiene, nature study and physical education; under history are thrift, morals and manners; under arts and crafts are music, drawing, cooking, sewing and manual training.

This threefold policy carried on by Mr. Good in his county — proper equipment, course of study and grading of children—has brought the Mendocino County school system to the highest point of efficiency ii has ever achieved. It is to the great energy and enthusiasm of Mr. Good that so much has been accomplished and his program for a still better rural educational system is bound to be forthcoming.

Frederick R. Beygrau of Evander Childs High School, New York City, and noted expert on commercial education, conducted classes at the University Summer School, Berkeley. He is also interested in the retirement salary problem and is an enthusiastic supporter of the New York plan, which is based on a retirement salary equal to 50 per cent of the regular salary of the teacher, the city making a payment of 50 per cent of the funds and the teacher 50 per cent.

## TEACHERS' INSTITUTES

The season of the teachers' institutes is at hand. The county of Siskiyou, J. W. Miller, is the first to have a week of inspiration and information for the teachers; then follows Humboldt, Mendocino and Del Norte, September 24, 25 and 26; the central coast section, October 1, 2 and 3; the northern section, L. P. Farris, president, October 22, 23 and 24; the bay section, October 22; Central Section, Fresno, November 26, 27 and 28, and the meeting the week before Christmas at Los Angeles, with W. B. Crane, president, and L. A. Thurston, secretary.

The various counties and sections are interested in speakers. Men and women who have messages and can get across to the teachers crocheting in the back seats or to those who are thinking of their favorite movie stars.

Here is a partial list of speakers who live in California whose names are frequently on institute programs:

Mark Keppel, Los Angeles.

Harry Bruce Wilson, superintendent of schools, Berkeley.

Superintendent Roy Cloud, Redwood City.

Superintendent Lawrence E. Chenoweth, Bakersfield.

Donzella Cross, music, care Sherman, Clay & Company, San Francisco.

City Superintendent Jerome Cross, Santa Rosa.

Archibald J. Cloud, assistant superintendent of schools, San Francisco.

Superintendent Fred Hunter, Oakland.

Arthur Chamberlain, Phelan Building, San Francisco.

Superintendent Ira Landis, Riverside.

Superintendent G. P. Morgan, Sonora.

Superintendent Chas. C. Hughes, Sacramento.

Superintendent W. J. Cooper, Fresno.

Otis Carrington, music and drawing, Redwood City.

Superintendent Rebok, Santa Monica.

W. J. Cagney, Lancaster.

James Ferguson, Chico High School, Chico.

Geo. Schultzberg, rural supervisor, San Andreas.

Agnes Howe, rural supervisor, Lakeport.

Dr. Harold W. Fairbanks, geography, 536 Palm avenue, Burbank, Cal.

Frances Effinger Raymond, Phelan Building, San Francisco.

C. S. Jones, mental tests, 149 New Montgomery street, World Book Company, San Francisco.

Superintendent Joseph Marr Gwinn has been in demand at clubs and civic organizations, the bay region, and will undoubtedly appear on programs of some of the teachers' meetings.

In addition thereto there are available state education officials, teacher college teachers, university professors and various departments.

## NEW BOOKS

Purdon's Vocabulary of Better Words Constantly Needed, by Mrs. Harrison Purdon; 297 pages, 6x9; cloth and gold lettering; price $4.00.

A book that is needed for anyone seeking accurate expression.

Fairbanks' New Geography of California, United States and the World; 200 pages, 75 illustrations; size of page 6x9; price $1.25. Geography from the viewpoint of the California child.

Karoc Indian Stories, by Sarah Emilia Olden; 200 pages 5x7; price $1.50.

An interesting account of the Karoc Indians of Northern California, with a vocabulary of Indian words. A valuable contribution to the literature of the Indians of Northern California.

### In Preparation

"Poems of the Southland," by Lenore C. Schutze; price $1.00. An attractive book of worth-while poetry; 50 pages, 5½x7½; attractive jacket.

"Faulty Paragraphs," by Lawrence C. Lockley, department of English, University of California, Southern Branch. A textbook for English classes in secondary schools.

Harr Wagner Publishing Company, 149 New Montgomery street, San Francisco. Depository for P. Blakiston Son & Co., G. P. Putnam's Sons.

## LOS ANGELES LEADS STATE IN SCHOOL ENROLLMENT, FRESNO NEXT IN LINE OF INCREASE

Los Angeles County elementary and high schools made the greatest increase in average daily attendance during the school year 1922-1923, according to statistics compiled in the office of Will C. Wood, State Superintendent of Public Instruction, which were released recently.

The elementary schools of the southern county had an average daily attendance of 146,854, an increase of 19,757 over the previous year, and in the high schools 41,760, a gain of 6997.

### Fresno County Second

Fresno County ran second to Los Angeles, with an average daily attendance of 24,080, which was an increase of 1141 in the elementary schools. In the high schools the attendance was 5923, an increase of 825.

San Diego County was third, with an increase of 927 in the elementary schools and 414 in the high schools.

The average daily attendance in the elementary schools of San Francisco decreased 466. It totaled 44,000. However, the attendance in the high schools of that city was 9209, an increase of 1098.

### Alameda Increases

The elementary schools of Alameda county had an attendance of 42,989, an increase of 312, and the high schools 13,010, a gain of 1490.

A comparative table of the larger counties follows:

ELEMENTARY SCHOOLS

Average Daily Attendance

Numerical Increase

| | |
|---|---|
| Los Angeles county | 19,757 |
| Fresno county | 1,161 |
| San Diego county | 927 |
| Sacramento county | 681 |
| Santa Clara county | 550 |
| Alameda county | 311 |
| San Francisco county (decrease) | 466 |

Percentage Increase

| | |
|---|---|
| Los Angeles county | 15.5 |
| San Diego county | 6.73 |
| Sacramento county | 5.75 |
| Fresno county | 5.1 |
| Santa Clara county | 3.85 |
| Alameda county | .7 |
| San Francisco county (decrease) | 1.00 |

HIGH SCHOOLS

Average Daily Attendance

| | |
|---|---|
| Los Angeles county | 6,997 |
| Alameda county | 1,490 |
| San Francisco county | 1,098 |
| Fresno county | 825 |
| Santa Clara county | 415 |
| San Diego county | 414 |
| Sacramento county | 269 |

Percentage Increase

| | |
|---|---|
| Los Angeles county | 20.12 |
| Fresno county | 16.18 |
| San Francisco county | 13.53 |
| Alameda county | 12.93 |
| Santa Clara county | 10.7 |
| San Diego county | 9.98 |
| Sacramento county | 9.9 |

Miss Frances Patterson of the Palo Alto Public Library has worked out successfully a plan to place in the hands of the children some of the more beautiful and charmingly illustrated children's books that are being published. She believes children should see and have access to the volumes and learn to appreciate a beautiful book; at the same time such books must be well cared for and carefully handled. In order to insure proper treatment she places these books on a separate shelf marked "Mothers' Shelf." The children can see and handle them there but cannot take them out to read unless they can persuade mother to come and be sponsor for them. In mother's care a book is borne triumphantly home.

The beauty of the illustrations in these books is such that grown ups too can pore over them with delight, and in the sense of appreciation for these treasures there is unstilled into the children at the same time a sense of the value of clean hands and the proper care of books.

The plan has worked successfully and many lovely volumes are in constant use.

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G. & C. MERRIAM COMPANY, Springfield, Mass., U.S.A.

## WESTERN SCHOOL NEWS

Superintendent H. B. Wilson of Berkeley, California, is the principal speaker at the Teachers' Association of Texas, which meets at San Antonio the first week in September.

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Mr. C. S. Jones of the World Book Company leaves on the Princess Alice from Seattle, Washington, August 25 for Ketchikan, Alaska, to conduct classes in educational measurement at the Alaska institute. He is going upon the request of Mr. Lester D. Henderson, commissioner of schools in Alaska.

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Superintendent Roy Cloud will hold his annual county institute in the new Burlingame high school building October 1, 2 and 3.

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The annual convention of city and county superintendents will be held at the Mission Inn, Riverside, October 15, 16, 17, 18 and 19. The Mission Inn, under direction of Frank Miller, is especially attractive and is a most delightful place for the meeting.

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The Teachers' Institute and third annual meeting of the North Coast Section of the C. T. A. will be held in Eureka at the high school auditorium during the three days, September 24, 25 and 26. The counties of Del Norte, Humboldt and Mendocino will be represented. The instructors and lecturers follow: State Superintendent of Public Instruction Will C. Wood; president of the C. T. A. and Los Angeles county superintendent Mark Keppel; Commissioner of Secondary Schools A. C. Olney; Commissioner of Elementary Schools Grace C. Stanley; Supervisor of Music of Fresno City Schools L. B. Cain.

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## OBJECTIVES FOR THE YEAR

Superintendent Joseph Marr Gwinn of San Francisco, Cal., has issued to the teachers the following objectives:

The four goals for the year receiving the highest number of votes at the recent principals' meeting were No. 1, No. 2, No. 5 and No. 8. It would therefore appear that we should direct special attention this year to the problems—

1. Securing greater self direction and effort on the part of the pupils through the method used by the teacher giving the pupils more chance for working alone.
2. More definite and adequate preparation on the part of teachers and principals for the work of the day and week.
3. Less use of the question and answer method and greater use of socialized recitation—the project, the topic and supervised study.
4. Greater emphasis on the teaching and reading.
5. The fifth most popular was improved classification of pupils to equalize educational opportunity so that each pupil could have an opportunity to work up to 100 per cent of his capacity.

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Dr. Henry Goddard, the noted psychologist, delivered a series of lectures during the month of August to the teachers of San Francisco on the educational treatment of the handicapped child.

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On recommendation of Superintendent Gwinn the San Francisco Board of Education elected Julia Hahn of Louisiana, formerly of Columbia University, assistant supervisor of primary grades.

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## THE TEACHERS' RETIREMENT SALARY

Governor Richardson attempted to throw a monkey wrench into California's retirement salary funds. He based his statements upon the theory that if all the teachers who are eligible to retire should do, and demand retirement salary, the fund would soon be exhausted. This is true. It is also true that every old line company with billions piled up in reserve would go broke if an epidemic of disease should kill off the insured. The teachers are about as likely to retire at the expiration of thirty years' service as we are to have an epidemic that would prove fatal to an unusual percentage of the insured. Our retirement salary act is having a hard time with attacks from old line actuaries. Men and women teachers who desire a graded system, and young teachers who do not, realize the value of it. However, the reserve fund is larger than ever before, and the teachers and their friends will succeed in getting it on a solid basis and increasing the payments to $750 per year without changing the fundamental principles of the present law.

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## BOOK REVIEWS

**Vocational Education in Farming Occupations**, by Theodore H. Eaton. Since every state in the Union has organized into its system of formal education a program of vocational education in agriculture, this book should find a wide field of usefulness. The material in the book "is given to consideration of the purpose, the content, and the method of vocational education in agriculture under rational organization of the public high schools as the agency of education." The author indulges in a thorough discussion of the teaching of agriculture and its problems from every angle. The training of students, supervision of their work on farms, construction and repair, laboratory work, the conduct of classroom instruction and intimate details of handling the entire work are interestingly brought forward. The social and psychological attitude of the book is good. (J. B. Lippincott Company, Philadelphia. Price $2.00.)

**Social and Industrial Studies for the Elementary Grades**, by Jane Betsey Welling and Charlotte Wait Calkins: Food, clothing and shelter and the progressive incidents which led up from the past to the present methods and the existing conditions today, are outlined through the first six grades in school. The units of social life and their modern and historic background are handled respectively: Grade I, The family, Modern life, Americans today; Grade II, the family in the group, Primitive peoples, tree-dwellers, cavemen, Eskimos, early American Indians, Island and African races today; Grade III, The family in the tribe, pastoral and early agricultural peoples, Hebrews, Egyptians, etc.; Grade IV, The family in an empire, Late agriculture peoples, Greeks, Romans, etc.; Grade V, The family in the community (eventually the state)), Middle ages, Colonial period and 1776 to early 19th century, Feudal castle, Town; Grade VI, The family in the nation (made up of states), Modern world, Early 19th century to the present time, Americans and citizens of other united states. Though this work could not be taken up in many schools complete, its suggestions should work toward the complete handling of the subject in correlation with history and geography with which it is so closely related. Excellent bibliographies on related subject matter after each chapter are given. No teacher using such a suggestive book as this could suffer stagnation in her daily work. (J. B. Lippincott Company, Philadelphia. Price $2.00.)

**Number Projects for Beginners**, by Katherine L. McLaughlin and Eleanor Troxell: How numbers function in every day life and their introduction to children in their simple games and activities, composes this volume. Number work games, the use of figures in making candy at home, curtains for the school room and other necessary activities where numbers function are included in a series of projects. The work begins in the kindergarten and continues through the primary grades. (J. B. Lippincott, Philadelphia. Price $1.60.)

**Mental Tests and the Classroom Teacher**, by Virgil E. Dickson, Ph.D., Director of Research and Guidance, Oakland and Berkeley, California. With reference to the aim of this volume the author says: "It has not been the aim of this book to present the technique of giving and scoring tests; this can be readily obtained from the manuals that have been written for each set of tests. The purpose of the book is to show (1) Why mental tests are needed; (2) Why they are like; (3) How they can be made more useful." Teachers who are puzzled by the wide use of tests at the present time and who wish to do justice to their pupils by placing them so they will get the most from their studies, will find this material a safe guide. The book is written for teachers and the advice given is based upon extensive experience in the use of tests in school systems enrolling hundreds of teachers and thousands of children. The book certainly clarifies the mental test situation. (World Book Company, Yonkers-on-Hudson, New York.)

**Methods in Elementary English**, by Nell J. Young and Frederick W. Memmott: The aim of the authors is "to provide for the gradual and natural formation of habits of correct speech and writing." The book is for the lower grades and contains suggestions for oral composition, composition material, written composition and actual working plans and suggestions for the first, second and third grades. A large collection of language games is given. Picture stories, dramatization and reproduction are dealt with in detail. There is a wealth of suggestion and help in this volume. (D. Appleton & Company, New York.)

**Chemistry in Every Day Life**, by Charles G. Cook: This book is a text for high schools. "Its purpose is to bring the pupil into closer contact with the things of every day life, to give him an insight into the nature of those chemical processes with which we all come more or less in contact, to furnish him with some chemical knowledge of the things necessary for his health and comfort, and thus better to adjust him to his environment." Chemical theory is kept in the background until Chapter XXI is reached. The volume is well illustrated, contains good summaries and review questions and is written in an interesting style. Experiments and laboratory exercises are in a manual at the back of the book. (D. Appleton & Company, New York.)

**A First Book in Algebra**, by Howard B. Baker: This book derives exceptional merit from the fact that it carries an abundance of simple drill exercises so that each fundamental principle is thoroughly impressed. The problems are practical and not theoretical. The reviews included are cumulative and the diction of the whole is within the immediate comprehension of the student. The book is recommended to those who must study algebra by themselves, as it is comprehensive and the practical use of algebra, the use of formulas, is treated from the first. (D. Appleton & Company, New York.)

Mr. C. S. Thiele, supervisor of exact science in the city of Detroit, has been in the science department of the State Teachers' College at San Jose for the summer term, and his work has been highly valued by both students and faculty associates. Mr. Thiele is a Californian and took his training at the University of California. He secured his Master's Degree there also, but has been working on his Doctor's Degree at Columbia University. He has been five years in the East, three of which have been spent in supervision in Detroit.

## ITEMS OF INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JUNE 25-30, 1923.

The State Board of Education met in regular quarterly session in Sacramento, June 25, 1923.

A letter from the San Francisco Board of Education suggesting that the high school principals' convention be held during the months of March or October, if possible, on account of the mid-term vacations occurring in both these months, was referred to Commissioner Olney.

Letter was received from the State Board of Control authorizing the sale of Bulletin 2-D, Kindergarten-Primary Course of Study, at a cost of not less than 50 cents, in accordance with an opinion from the attorney general.

An opinion from Attorney General Webb was read, in which he rendered an opinion that the State Board of Education has power to adopt a general regulation whereby county boards of education shall be required to limit teachers' certificates granted on credentials, said certificates to expire one year from date, with renewal thereof by the State Board of Education by Section 1519a of the Political Code.

The following resolution was adopted:

"Whereas, the high school principals' convention, after thorough discussion, has recommended to this board that courses in the study of German be permitted thereafter in the high schools of this state; therefore, be it

"Resolved, That the action of this board heretofore taken refusing approval of high school courses including the study of German be and the same is hereby rescinded."

Resolutions were received from the Daughters of the American Revolution stating that it is their intention to use their influence and other legitimate means in their power to promote or start legislation sanctioning the reading and the teaching of the Bible in the public schools.

Request from the International Narcotic Association for the board's approval of Narcotics Week in the public schools and the use of their bulletin as a manual by the teachers was referred to Dr. Stolz for investigation and report.

Affidavit of H. Hendricksen, asking for the revocation of the credential of L. S. Wagener, formerly principal of the Junior High School at Monmouth, Calif., charging him with immoral conduct, was referred to the Fresno county board of education for a hearing and recommendation, in accordance with Section 1519a of the Political Code.

Sworn charges having been brought to the board that Wm. Mandley and Francis

G. Goodenough had been found guilty of felony and are now serving terms in San Quentin prison, the board revoked their teachers' credentials in conformity with the provisions of Section 1519a of the Political Code.

The board appointed Mrs. Bryant, Mr. Wilson and Mr. Olney a committee, with authority to work out a plan to take care of the credentials work in the Los Angeles office.

Mr. Olney was authorized to have the July supplement to the list of high school textbooks printed.

The following resolutions were adopted:

Resolved, That after July 1, 1925, no special credentials in Oral and Dramatic Expression be granted on the basis of less than four years of high school and four years of college work, two of which shall be in the special subject.

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Whereas, Senate Bill 444 has been approved by the Governor and will become effective August 17, 1923, and

Whereas, such bill establishes new standards for the issuance of State Board credentials,

Resolved, That the commission of credentials be instructed to prepare and adopt such amendments of regulations governing certification now in effect as may be necessary to make such law effective and that such regulations shall be effective upon adoption by said commission of credentials until the next regular meeting of the board.

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Whereas, the appropriations made for the supply of free textbooks during the next biennial period does not permit the board to adopt additional textbooks, and

Whereas, the board has received bids for supplying textbooks and said bids have not been acted upon.

Resolved, that all bids for textbooks in hygiene and geography be and the same are hereby rejected and that the secretary be instructed to inform all publishers of this action.

Resolved, Further, that the commissioner of elementary schools be directed to make a report upon a textbook in civics.

---

Dr. E. R. Snyder was appointed president of the San Jose State Teachers' College, in accordance with the recommendation of the Director of Education.

The resignation of Dr. E. R. Snyder as Commissioner of Vocational Education was accepted, to take effect September 1, 1923.

The resignation of Mr. J. B. Lillard, State Supervisor of Agriculture, was accepted, to take effect September 1, 1923.

Mr. Richard J. Werner was appointed State Supervisor of Agriculture to succeed J. B. Lillard, resigned, at a salary of $4200 per annum.

Mr. J. C. Beswick, State Supervisor of Trades and Industries, was named Acting Commissioner of Vocational Education from and after September 1, 1923, said authorization to continue at the pleasure of the board.

The resignation of Miss Helen Speck, credential clerk in the Los Angeles office of the board, was accepted, to take effect on or before August 1, 1923.

In accordance with the recommendation of the cabinet, the State Board of Education authorized the conferring of degrees by teachers' colleges as follows:

Chico State Teachers' College:
- Authorization to confer degrees with majors in:
  - Elementary Education.
  - Elementary and Kindergarten school Education.
  - Home Economic Education.

Fresno State Teachers' College:
- Authorization to confer degrees with majors in:
  - Elementary Education.
  - Home Economic Education.
  - Art Education.
  - Music Education.

San Diego State Teachers' College:
- Authorization to confer degrees with majors in:
  - Elementary Education.
  - Elementary and Junior High School Education.

San Francisco State Teachers' College:
- Authorization to confer degrees with majors in:
  - Elementary Education.
  - Elementary and Kindergarten School Education.

San Jose State Teachers' College:
- Authorization to confer degrees with majors in:
  - Elementary Education.
  - Elementary and Kindergarten School Education.

Santa Barbara State Teachers' College:
- Authorization to confer degrees with majors in:
  - Elementary Education.

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**Retirement Salary Business**

Refunds of erroneous salary deductions, amounting to $266.25, were granted.

The board voted to invest $200,000 of the Teachers' Permanent Fund in municipal school bonds.

Retirement salaries were granted as follows:

Under Section 14 of the law:
- Ella L. Bennett, Chico.
- Mrs. Angie Gray Downes, Santa Rosa.
- Edward H. Coffey, Guatemala City, C. A.
- Laura E. Dyer, Ukiah.
- Carrie Garsey, Ukiah.
- Frances H. Gearhart, Pasadena.
- John Mandeville McCoy, Alturas.
- Sara H. Miller, San Francisco.
- Edith O'Brien, San Jose.
- Frank E. Tuck, Colfax.
- Joel A. Snell, Palo Alto.

Five Hundred Dollars Per Annum:
- Mrs. Alice Ward Ashbrook, Wareham, Mass.
- Laura C. Barnes, Monrovia.
- Ella S. Birdsell, Fresno.
- Mrs. Marguerite H. Brooks, Los Angeles.
- Hannah Buckley, San Francisco.
- Mrs. May Taylor Camblien, Alameda.
- David Curtis Clark, Santa Cruz.
- Rose Elizabeth Collins, Estes Park, Colo.
- Rebecca F. English, San Jose.
- Marie E. Fairchild, Oakland.
- Mrs. Josephine H. Fellows, Los Angeles.
- Mrs. Clara H. Fountain, Sacramento.
- Jeanne W. Govan, Sacramento.
- Augusta Hildebrandt, Los Angeles.
- Mrs. Mary A. Hoogs, San Francisco.
- Agnes C. Hunt, Oakland.
- Emma G. Kane, Oakland.
- Adelbert E. Kellogg, San Francisco.
- Mrs. Frances Kennison, Woodland.
- Charles Henry Knapp, Berkeley.
- Mabel Lincoln, Santa Cruz.
- Mimi Martin, Pasadena.
- Chas. Newton Mills, El Segundo.
- F. H. E. O'Donnell, Berkeley.
- Anna Porterfield, Santa Rosa.
- Agnes Regan, San Francisco (subject to opinion from Attorney General).
- Josephine Scott, San Francisco.
- Anna B. Shea, San Francisco.
- Mrs. Anna Stewart Silman, Merced.
- Nathan F. Smith, Van Nuys.
- Emma Stockton, Oakland.
- Mrs. Alice Tracie, Nelson.
- Anna Wettig, San Francisco.
- Mrs. N. Annette Wood, San Francisco.
- Martha M. Winslow, Pasadena.

The board adjourned to meet in Los Angeles September 24, 1923.

Respectfully submitted,

WILL C. WOOD,
Executive Secretary.


**Starting Them Right**

School has opened. Pupils are back from their vacations. And, as always, you must begin the term by setting them on the right track. Some need to be encouraged in good habits of study. A very few others—the too industrious—need to be slightly restrained.

But they all must be reminded of one thing—and that is to take care of their eyes. Study? Of course; but without eyestrain. That's why it is well to suggest that they start right by getting Bank Stock School Stationery. Its neutral, light-absorbing tint prevents glare and protects the eyes. And while saving their eyes, you guard yours.

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# EXCHANGE OF IDEAS AND DEVICES

(Teachers are urged to contribute to this column. Any device that has been found to be practical and helpful in the school-room or in the yard, for entertainment or study, is desired. If you have a good idea PASS IT ON. Address Idea and Device Editor, Western Journal of Education, 149 New Montgomery Street, San Francisco, Calif.)

Idea and Device Editor:

I have always found that children are interested in the days and months of the year. The names of the months have interesting stories connected with them as have the days. The name "September," for instance, comes from the Latin word meaning seven. September was the seventh month in the Roman calendar. It is our ninth month and always has thirty days.

September is a harvest month and as a primary teacher I have been able to bring in the study of seeds, flowers, fruits and insects. I am going to have my pupils make their own calendars for the month. They may take their choice between having it a weather or a product calendar. If it is a weather calendar the children will draw their chart for the month on a sheet of drawing paper or cardboard. It will be divided into thirty squares, the first being on Saturday, as it is this year. Then the children will draw an aster or an appropriate flower most common in the community at the time, in each square. The center of the flower will be left white. Each day it will be filled in. If the day is sunny a bright yellow will be placed in the flower. If it is cloudy a pale yellow color will be used. If it rains, green will be the color.

The other calendar will be appropriate to industries in the community or state. If grapes are being harvested, draw a bunch of grapes in the square. Peaches, melons or any ripening fruit or grain may be shown daily or weekly in the calendar.

I am glad you are conducting this column and I hope to be a frequent contributor.

### A September Verse

"September comes tinted
With nature's own gold,
And laden with fruits,
She scarcely can hold;
And autumn's bright flowers,
Around her all stand,
While Libra, the balance,
She holds in her hand."

Sincerely, Ada M. King.

Idea and Device Editor:

This summer I bought some colored papers—red, yellow, green, blue and brown. I cut them in squares and pasted them on squares of cardboard. Then I took some envelopes, thirty-six in all, and put one colored square in each envelope. When school begins and I must keep the little people busy with various devices, for I am a rural school teacher, I shall pass these around or let the children pick their own envelopes. Then with their crayons the children can match the colors by making similar squares on paper of their own.

Sometimes I have the children save pictures of little girls and boys from the fashion plates. They bring these to school, cut them out and paste them on paper. They then draw a bunch of balloons, as if the child were holding them. The children color the balloons with their paints or crayons. In cutting, pasting and drawing, the children are getting control of their hands. They are learning the colors by matching the colors from the cards for their balloons.

F. L. S.

Idea and Device Editor:

As September 22 is the autumnal equinox, I always think it a good idea for the older children to study something of this condition at the time it is happening. The derivation of the words should be explained because they will be remembered more easily. The words are Latin, sequus, meaning equal, and nox, meaning night. If there are equinoctical storms they will be very interesting storms to the children.

A. R. Penny.

Idea and Device Editor:

Is there any child who does not love the poems of Eugene Field? His birthday is September 2 and though that is too early for many schools to observe it, it may be mentioned later with a story of his life and some of his poems. I believe we cannot begin too early to familiarize children with the great people of the world. Every child loves "Little Boy Blue," "Wynken, Blynken and Nod," "Jest Before Christmas," and there are many others they would enjoy if they were introduced to them.

L. A. Michener.

Idea and Device Editor:

The children in my school come from a rough community. I have thought of a game that we all play and enjoy for five minutes every few days. We call it the game of "I Saw." Children watch for kind deeds and beautiful things. When we are all together in class I ask, "How many are ready to play the game of 'I Saw?'" Those who have seen something to pass along, tiptoe to the front of the room and stand in line. Then each in turn relates in a few well-chosen words something he has seen that impressed him as a good thing to profit by. When he has told his story he returns to his seat. One child once "saw" a man whom no one thought had any kindness of heart, pick up a wounded dog and take it home to care for. Another child, to my surprise, told of a beautiful sunset he "saw." Another one told of his brother, who shared one-half of his doughnut with him, though he knew his brother wanted it all very much himself. It is surprising how much good this little game has done for us all.

Alice Miller.

### ARITHMETIC UP TO DATE

Fifty years ago practically all the arithmetics had the answers after each problem. A little later the answers were placed in the back of the books. Many teachers, believing their pupils were either copying the answers or relying altogether too much on them, began to tear the answers out of the books and demand books without answers for the pupils.

The controversy as to whether the answers should or should not be in the books is still a live one. However, those who believe the pupils should have books without answers and that the answers should be in a separate book for the exclusive use of the teacher seem to be in the ascendancy.

California has adopted this plan. A book published without answers costs less than one with them. To be sure, the saving on a single book is small, but for 100,000 it is great. This fact has doubtless favored the teachers who wish the books without answers.

A few inventive teachers, hoping to settle the controversy, have worked out a system of self-keyed problems. The answers themselves are keyed. That is, all correct problems will have in the answer figures a key which will not appear in an incorrect answer.

Professor Maxon of Boston made a number of sets of cards with self-keyed answers. These problems saved teachers much work.

Professor Goodrich of Chicago made a set of cards in the four fundamentals with a similar key system.

Professors Springer, Ph.D., and Lustgarden, A.M., have recently published sets of self-correcting problem cards. None of these men advocate the teaching of the key to the pupils. All these problems are most valuable in saving the teacher work.

All the above keys are simple, but they require the use of problems too long and difficult for the first three or four grades where drill work is the most important.

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## INTERESTING COMMENT ON CALIFORNIA MEN AND WOMEN

By Dr. A. E. Winship, the Prince of Commenters

Archie J. Cloud, acting superintendent of San Francisco for several months before the election and arrival of Superintendent Joseph M. Gwinn, is the personification of intelligent professional devotion. He has been the wheel horse in the Roncovieri administration for many years. There has been no vacation to his care and worry, and in all and through it all he has won the affectionate confidence of teachers, students, pupils and the public. In it all Archie Cloud has obtained state-wide acquaintance and national friendships enjoyed by few other Californians.

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Mark Keppel, superintendent Los Angeles county, had a paper on rural school finance which was a masterpiece. There is no county superintendent in the United States who has demonstrated higher efficiency in financing county schools than has he. Indeed, he has no superior in any line of county supervision.

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Estelle Carpenter, music supervisor of San Francisco, is unsurpassed in inspiring and artistic leadership in music, but aside from that she should always be remembered for her supreme service at the time of San Francisco's great conflagration in 1906. She was the first to see and appreciate the humiliating condition of the teachers. She telegraphed Irwin Shepard, then secretary of the N. E. A., and he appealed to Katherine D. Blake of New York and some one in each large city, and almost immediately Miss Carpenter began to secure by telegraph thousands upon thousands of dollars and the teachers never after were in the bread line or clothing mess. She was a magnetic leader of music on occasions this year.

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Alfred Roncovieri was quite at home. He was superintendent of San Francisco for twenty-one years. This was nearly three times as long as anyone else ever held the office of superintendent, and more than five times as long as the usual administration was in office.

We have known intimately every administration since 1886, and Mr. Roconvieri has been in office more than half of these thirty-eight years. The friendship which has come in those twenty-one years cannot be broken in a day, and naturally an evening in his beautiful home with traditional hospitality was the peak of pleasure in the ten days of pleasure.

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The Sequoia Club, of which Harr Wagner has been president for fifteen years, is a unique San Francisco institution, composed of artists and actors, authors and musicians, and other good fellows of both sexes. They have a large clubroom with fireplace about eight feet long and four feet deep. Our evening with the club was one of the delightful experiences of the ten days.

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There are three classes of teachers: Teachers who teach for the money. They do not get much. Teachers who teach until they can find something better. Here's hoping they find it soon. Teachers who teach because they love it and cannot help it. They are the real ones.—Mary Fulkerson.

And Archie Cloud, for whom I have ardent admiration. The fellow who inherits the intense heartiness and loyalty of the men of the John Swett type.

But Fred L. Shaw was my "steady." It was as natural as family devotion for us to get together. He even found his way over to Harr Wagner's Sequoia Club at ten o'clock at night to hear me talk.

Then there is W. L. Ettinger, whose friendship I have enjoyed through many vicissitudes, but with whom I have never had such genuine comradeship as at San Francisco.

Of Alfred Roconvieri we have already spoken in the issue of July 19. Twenty-one years of choice friendship is never dimmed.

There were Churchill and Carleton of Oregon, mighty fine fellows who just laid wait to make sure of a bit of old-time comradeship. And Pete W. Ross of San Diego, a product of Lebanon when the Holbrooks were in their prime; and Mark Keppel, as big and brave a schoolman as I have known; and Horace Rebok with a master's grasp of new problems; and, almost above them all, Wm. L. Stephens, whose appreciation I appreciate more than words can phrase. These are a few of the men endeared to me by years of comradeship. These are incidental rewards of years of interest in school men.

Clarence J. Du Four, superintendent of Alameda, successor to a notable band of eminent school men, like Mr. Sullivan, one of the prize school book men of the Pacific Coast; Mr. Moore, who looms large in school book activities, now in New York; Charles C. Hughes of Sacramento, who has no superior in the direction of a city school system along safe, sound and speedy educational progress, and above all Will C. Wood, the prince of state superintendents. If any city has had a more eminent group of superintendents we have failed to know the city, and Mr. Du Four, who has been there longer than has been the custom in Alameda, is giving the city a school and community leadership unsurpassed by any of his predecessors.

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### The Gwinn Greeting

We have known nothing quite so much of "a psychological moment" of the kind as was the arrival of Joseph M. Gwinn to become superintendent of San Francisco on the opening day of the World Conference on Education, so that he had many opportunities to appear on programs as the superintendent of schools. The most remarkable of the fitness of things was the fact that he is president of the National Council of Education, which is in a way the Holy of Holies of the National Education Association.

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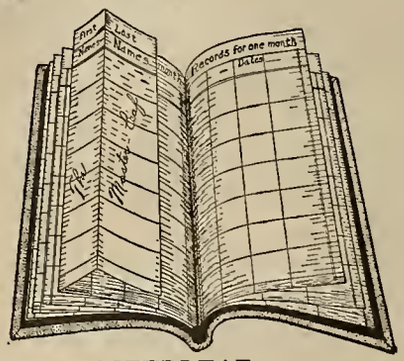


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# COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

A letter from Mr. Will C. Wood has been received by the State Librarian, Mr. Milton J. Ferguson, and with his permission it is here given:

State of California
Department of Education
Office of
Superintendent of Public Instruction
Sacramento
July 18, 1923.

Mr. Milton J. Ferguson,
State Librarian,
Sacramento, California.

Dear Mr. Ferguson:

May I express appreciation of the splendid work the California State Library and the county libraries are doing? Particularly do I wish to commend the service that is provided under the law authorizing the cooperation of county libraries with the schools.

I have watched the development of this work during the last ten years with a great deal of interest and with growing enthusiasm. The plan of cooperation has won its way by sheer force of efficient service. At first, county superintendents and school trustees were hard to convince. They felt that the library fund granted to the various districts could be used to best advantage by themselves. The librarians of the various counties have proved beyond doubt that the library funds are best expended when they are turned over to the county library. The popularity of the service is indicated by the fact that over two thousand two hundred elementary and high schools in the forty-two counties having county libraries have availed themselves of library service. I have been surprised to find in many instances that the service rendered by the county libraries to the various districts has brought a return to the cooperating districts more than six times greater than the return that could have been secured if the library fund had been expended by the individual districts.

Be assured that the state office approves heartily of the work you are doing. Very sincerely yours,

(Signed) Will C. Wood,
Superintendent of Public Instruction.

Many of the county libraries are now busy getting the supplementary books ready for the coming year. Worn-out books are discarded, new books are purchased in accordance with the course of study of each county, and wherever the desires of teachers are known, books are being gathered for shipment later. In some counties teachers place their orders at the end of the school year for the supplementary books which they will need for the next school year, and this is a great help to the library. The books can be gathered and packed during the summer months. Library staffs remain practically the same throughout the year, and the burden of rush times falls upon the regular assistants who must prepare thousands of books for the schools upon very short notice. If the teacher waits until the day that school opens to make known her wishes, it brings hundreds of orders at the same time, and it is humanly impossible to fill all orders in a day or even in a week. Then somebody is aggrieved and the county library system is criticised. The better way for all is for teachers to place their orders as fully as possible before leaving for their vacations. If changes are made in the course of study during the summer, these should be announced in time for the books to be purchased, for teachers to make their selections, and the shipments prepared before the opening of school.

Collections of books for the home reading of the pupils may be prepared at any time if the number and the grade or age of the children are known. The children's books in county libraries are carefully chosen and trashy, worthless or sensational books are not purchased. The regular supplementary service supplies all the collateral material that should be required, and the books for home reading should open a new world for the boy or girl. Do you remember how David Copperfield, in his lonely childhood, found his father's own library in a little room to which he had access, and while the other boys were playing out-of-doors he, who was not allowed the diversion of playmates, sat on the edge of his bed and was carried away into the world of Robinson Crusoe, of Don Quixote, of the Vicar of Wakefield? These books still live and there are many more nowadays for boys and girls to choose from, and no child should lack the privilege of reading for recreation, and reading some books not necessarily related to his school work.

That children really prefer books suited to their years rather than the "thrillers" they sometimes think they want, is shown by the fact that they return again and again for the books recommended by the real children's librarian. If parents would give their cordial support to the efforts of the librarian to interest the children in the best literature, improvement in the quality of the books read would be more rapid. But when the mother comes in with Tommy and says that he may have the wild west story for adults, or that Mary may read any book which the mother reads, the librarian has a double problem. "Consorship of reading," you say; "Yes, for the child."

There should be some definite instruction given by the librarian to children of school age as to how to use a library. I do not say that it should be given at the school. It is far better if given at the library. Children of the grammar grades delight in having the wonders of an encyclopedia or even of the dictionary they have despised, unfolded to them. They find it great fun to learn the general classes into which books are divided, and like to be given the call numbers of books to find on the shelves.

The best high schools in the state have a high school librarian who devotes full time to the high school library, helping students to find reference material and teaching them almost unconsciously how to use a library. One large high school with a million dollar building program has as yet no library building, and no library room except an alcove off from the study hall, which is open only a part of the day. Books sent from the county library are scattered in the various class rooms and have but a small proportion of the use which they should have. Students are graduated from this school year after year without the most elementary knowledge of the commonest reference books and tools. A librarian remarked to one of the instructors that of the large class graduated the evening before she would venture that not ten knew how to use Poole's Index or the Readers' Guide, to which he replied, "I'll go you one better, and wager that there are not ten who ever heard of Poole's Index or the Readers' Guide." Fine preparation for college life or for business life! The library is an integral part of education and cannot be overlooked without seriously handicapping the individual who does not make use of its riches.

### County Library Notes

Mrs. Alice G. Whitbeck, librarian of Contra Costa County Free Library, and her daughter Josephine, head cataloguer of the Sacramento Public Library, are spending their vacation season on a trip to Alaska. Port cards from Mrs. Whitbeck indicate that they are enjoying the trip immensely and that true to the instincts of librarians they are hunting out libraries at every stop, and visiting them if they are found.

Mrs. Ora M. Regnart, librarian of San Benito County Free Library, has heard the call of home life and has resigned to marry Mr. McDonald, who has been a teacher in the Hollister High School for several years. Their future home is Long Beach, where Mr. McDonald has accepted a position in one of the high schools. Every once in a while something happens to belie the accepted statement that librarians never marry.

Miss Florence Wheaton, who has been head cataloguer of the Kern County Free Library for more than five years, has been appointed librarian of San Benito County Free Library to succeed Mrs. Regnart. Miss Wheaton is a graduate of the Syracuse University Library School, and was librarian of the Agricultural Library of Manila for five years. After her return to the United States, she was employed in the reference department of the State Library for a time before going to Kern County. San Benito County Free Library was established in February, 1918. The library contains 18,329 books and 1890 items of other material. It has forty-five distributing points, thirty-seven of which are schools. Much work is done in that county by co-operation with the Farm Bureau.

Mr. Charles F. Woods, Librarian of Riverside Public Library, reports that the num-

ber of students attending the summer session was thirty-seven, the largest number in the history of the school. There are eight long course students.

Sacramento County Free Library, of which Miss Cornelia Provines is the librarian, reports forty-five branches, nine of which have reading rooms, and sixty-one schools, one hundred and six distributing points in all. During the year, 6429 books have been added to the general collection and 6264 to the school collection. The total number of books in the library is 35,954. This library sent 22,335 supplementary books, 5669 books for home reading, 659 records, and 408 other items to the schools, a total service to them of 29,071 books and other material. The circulation of the schools was 81,375 and at the branches 80,539, a total circulation of 161,914. This library was established under section two of the County Free Library Law, September 18, 1919.

Kern County Free Library sent out to schools during the fiscal year just ended 45,519 books, of which 36,152 were supplementary books and 9767 were books for home reading. There were also sent to the schools 1847 items of other material, such as music records, maps and globes, and sets of stereographs. The total number of books sent to community branches and to schools was 67,062, and of other material than books, 2146 items. The library contains 125,137 bound volumes, 7387 pamphlets and 19,816 items of other material. It is serving 168 distributing points, 97 of which are schools.

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## BOOK AGENTS OR BOOKMEN

By Supt. Mary Fulkerson of Salem, Ore., one of the interesting personalities of the N. E. A. meeting and correspondent for New England Journal of Education

A book agent can talk a teacher into paying twenty dollars for a fifty-cent book, making her think she has value received in something that is of no professional worth, but the same teacher will not pay her fee for a membership in the N. E. A. because she cannot see where she gets anything out of it. Yet the N. E. A. furnishes to its members many times the value of the fee in educational publications every year. Teachers must be made to see this. Their question, "What do I get for my money?" should be plainly answered by advertising when soliciting membership. That is what the book agent does. Teachers, generally, are not aware of the great publishing concern under the management of the N. E. A.

Speaking of book agents one is reminded of the "book men" at the N. E. A. There is a vast difference between a common "book agent" and a "book man" in the teacher's vocabulary. The "book man" is always happy and ready to listen to your tale of woe. He will sell you his goods afterwards if he can make you feel that it will help you out of your trouble. The "book agent" insists on your listening to his tale of woe, and you buy his book to get rid of him. He leaves you with more trouble than you had when he came.

The book people and other commercial exhibitors were an asset to the N. E. A. convention. The exhibits were attractively and conveniently arranged. When teachers had listened to the discussions as long as their absorbing power held out, they made their way to the exhibit hall to learn with the eyes while their ears rested. Many things were demonstrated there which were known to the visitors only in abstract advertising matter. The courtesy of the exhibitors and the willingness to explain whether financial gain resulted or not, made this part of the convention a profitable one for the teachers. Here they found not only books and educational magazines, but everything pertaining to school equipment, from moving picture machines to brass tacks.

We are accustomed to hearing teachers and superintendents criticize the textbooks, but—wonder of wonders!—the head of Research of the N. E. A. had the temerity to say in broad daylight that our textbooks are the best in the world and reflect the advance in educational thought and practice in America, and that their cost is only about two per cent of the total expenditure for education. If the N. E. A. had not done another thing this year than to discover this fact for us, it has been worth while. Now, perhaps, we will get down to business and use those same textbooks with better grace.

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DR. E. R. SNYDER
The New President of the State Teachers' College, San Jose

Dr. Snyder leaves the state commissionship of vocational education, in California, to become president of the San Jose State Teachers' College, on September 1, 1923. He has a very interesting career in educational experience and administration.

Dr. Snyder was born and reared, to the age of nineteen, in Westmoreland county, Pennsylvania, where he attended the "little red school house" during the winter months and worked on his father's farm during the remainder of each year. At the age of nineteen he entered the Colorado State Teachers' College at the same time that his brother, Dr. E. X. Snyder, became president of that institution. He graduated from that institution, after which he served as principal of schools in Colorado for a period of five years. He came to California in 1900 to take charge of the industrial education in the Alameda city public schools, where he remained for two years. From Alameda he was called to the San Jose Normal School, where he had charge of the industrial arts department, from 1902 to 1907. During the first five years of his service at the San Jose State Normal School he attended and graduated from Stanford University. In 1907 he entered Teachers' College, Columbia University, from which he received his Ph.D. degree in educational administration in 1909. He returned to the San Jose Normal School, where he remained in charge of the department of education for two years. In 1911 he became vice-president of the State Normal School, and assistant of city schools of Fresno, California. In 1913 he accepted the superintendency of the Santa Barbara city schools, where he remained until January, 1914; since which date he has continuously served as commissioner of vocational education for the State of California.

## SERVICE ON S. F. BOARD OF EDUCATION ENTITLED TO CREDIT FOR RETIREMENT SALARY

Miss Agnes Regan is entitled to credit for services as a member of the San Francisco Board of Education in applying for a pension under the teachers' retirement salary act, Attorney-General U. S. Webb ruled in an opinion to the State Board of Education. Miss Regan served as a member of the San Francisco board from 1914 to 1919, but she still retained her teacher's certificate while serving in that capacity.

## WESTERN SCHOOL NEWS

J. Russell Smith of Columbia University, author of The Human Geographies, has been invited to be one of the principal speakers of the C. T. A. meeting, Southern Section. Dr. Smith is at present touring South America.

Grace C. Leishman teacher of history and civics of the Crocker Junior High School, San Francisco, wrote a history of the San Francisco Public Schools at the suggestion of Dr. Irwin Hatch, the principal. The booklet was printed at the school printing office under the direction of Con Davis. The work reflects credit not only on those who had a part in its production, but upon the whole school department.

Richard S. Thomas, a member of the firm of Ginn & Company, the educational book publishers of Boston, Mass., died suddenly in New York, July 8, 1923. Mr. Thomas comes of a fine line of American ancestry His father was a prominent member of the Illinois bar and an intimate friend of Lincoln. His granduncle was the first U. S. Senator from Illinois and the author of the Missouri Compromise Bill. Richard Simms Thomas was 57 years of age. He was a lawyer like so many of his ancestors. It was his legal equipment, his constructive ability and his exceptional capacity for making and holding friends that gave him such a wide influence in the educational world.

Rural supervisors to the number of 120 desire to meet with the city and county supervisors, and it is possible that arrangements will be made at the time that the city and county superintendents meet in October.

The Association Bulletin for July, 1923, published by the National School Supply Association, of which J. W. Fricke of Weber & Company is the editor, has many articles interesting to the schools. "The One Price Policy to All" and promotion of "Better Schools" are two principal aims of the association.

"The Bulletin" of the Junior College for July of Modesto, W. E. Faught superintendent, contains the full announcement of the faculty for 1923-24. There were 165 students enrolled last year in the Junior College. There are eighteen members of the faculty. The Bulletin was printed by the printing department of the Modesto High School.

Prof. Thomas Henry Briggs of Columbia University has written a splendid article on "The Value of the Dictionary in the School Room." Copies will be sent free to teacher's address. G. & C. Merriam Company, Springfield, Mass.

The American Library Association, 78 East Washington street, Chicago, Ill., has issued an attractive folder on "The School Library a Necessity in Modern Education." Write for a copy.

The Teachers' Agencies have begun suit to test the legality of the law which practically eliminates them. It is to be hoped the courts will uphold their contention. Teacher agencies properly conducted have been of great service to thousands of teachers and school districts.

Prof. Adams of Seattle, Washington, has been elected as the successor of Superintendent J. W. Linscott of Santa Cruz.

The special tax election held in Redwood City recently to raise $55,000 needed to complete the new Sequoia Union High School, carried by a majority of 25 to 1, according to County School Superintendent Roy W. Cloud.

The F. A. Owen Publishing Company, Alice R. James, Pacific Coast representative, has recently published three very interesting books. "When They Were Boys," by Carroll Everett and Charley Francis Reed, contains twenty-five stories of the boyhood of celebrated Americans of today, including Edison, Robert Dollar, Burbank, Wanamaker, Pershing, etc. The book is worth while, especially because there is only one war hero included. The company also publishes "An Easy English Book" for foreign born, by Drusille R. Mackaye, and "First Book for Foreign Children," by the same author. These are excellent books and inexpensive.

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**LOS ANGELES**

Hon. Will C. Wood, Superintendent of Public Instruction, has set aside the week of September 16 as Constitution Week. It is to be observed by the study of National constitutional amendments.

E. Morris Cox, assistant superintendent, Oakland, the leader pre-eminent in the State Association from the first, was on the job everywhere all the time, and no neglect escaped his eagle eye, and every one responded remedially almost automatically.

### Dominican College

In the summer session at Dominican College, San Rafael, classes in mental tests and methods were conducted by Miss Martha Trimble of the State Teachers' College with the most gratifying results.

### COMPLIMENTS ON J. D. SIMPKINS' BOOK, ANTS AND CHILDREN OF THE GARDEN

Ants and Children of the Garden is one of the most pleasing little books—pleasing in every respect. It is bound to be a success, so unique and so attractive, and full of scientific information. The publication has required almost an endless amount of research work.—Mrs. Estella W. Poston, Nelsonville, Ohio.

Very instructive and useful, for children as well as grown-ups will be able to enjoy it.—Mrs. Clara Hipp, St. Marys, Ohio.

Pleasing as to its manner of construction and unusually unique as to its fund of information. Children and not a few old-fashioned children may profit by its practical matter of fact explanation of the life and habits of that wonderful little creature, the ant.—Burt Terrell, Encanto, Calif.

The plan of dialog is a very forcible way to teach. Your book is calculated to make the subject very attractive to children and furnish them first hand information on a very interesting subject. I congratulate you on your successful performance of a difficult task. I have two grandchildren who will much enjoy the book.—O. C. Brown, attorney-at-law, Indianola, Ia.

I am using your book in the fifth grade—Milford Center, Ohio.

### GREGG SHORTHAND WINS

Teachers, students and writers of Gregg shorthand (that means about 90 per cent of all people studying or writing shorthand) are rejoicing over the victory gained by Gregg writers at the national court reporting speed contest, held at Chicago in August. Every event was won by a writer of Gregg shorthand.

Mr. Charles Swem, who is the editor of a magazine and never has done court reporting, won the world championship over experienced court reporters using Pitmanic systems of shorthand. Second place was won by Mr. Schneider, a young Gregg writer, who won the 1921 world's championship; third place was won by Mr. Dypran, a student-writer of Gregg. Mr. Swem established a world record in accuracy, writing for a half hour at two hundred words a minute, with only two errors.

This yearly contest is the only one authorized and is open to writers of any and all systems of shorthand. The material used is prepared by and kept sealed by a committee of court reporters. The readers and checkers are court reporters. Mr. Fred Gurtler, a Chicago court reporter and writer of Gregg shorthand, was elected president of the National Court Reporters' Association for 1923-24.

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DISCOVERY DAY NUMBER

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THE
# WESTERN JOURNAL of EDUCATION

SEPTEMBER, 1923

□ □ □

## COLUMBUS*

Behind him lay the gray Azores,
  Behind the Gates of Hercules;
Before him not the ghost of shores,
  Before him only shoreless seas.
The good mate said: "Now must we pray,
  For lo! the very stars are gone.
Brave Admiral, speak; what shall I say?"
  "Why, say: 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
  My men grow ghastly wan and weak."
The stout mate thought of home; a spray
  Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
  If we sight naught but seas at dawn?"
"Why, you shall say at break of day
  'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,
  Until at last the blanched mate said:
"Why, now not even God would know
  Should I and all my men fall dead.
These very winds forget their way,
  For God from these dead seas is gone.
Now speak, brave Admiral, speak and say—"
  He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
  "This mad sea shows his teeth tonight.
He curls his lip, he lies in wait,
  With lifted teeth, as if to bite!
Brave Admiral, say but one good word:
  What shall we do when hope is gone?"
The words leapt like a leaping sword:
  "Sail on! sail on! sail on! and on!"

Then pale and worn, he kept his deck,
  And peered through darkness. Ah, that night
Of all dark nights! and then a speck—
  A light! A light! A light! A light!
It grew, a starlit flag unfurled!
  It grew to be Time's burst of dawn.
He gained a world; he gave that world
  Its greatest lesson: "On! sail on.'"

—Joaquin Miller.

* A student's analysis of Joaquin Miller's poem "Columbus" will be found in "Delight and Power of Speech," a universal dramatic reader by Leonard G. Nattkemper and George Wharton James, Harr Wagner Publishing Company, owner of right of publication of Joaquin Miller's complete poems.

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### THE DISCOVERY OF AMERICA

'Twas quite four hundred years ago,
And yet a few years more,
When Christopher Columbus thought
To find another shore.

"For well I know," Columbus said,
"This earth is round, not flat!
And I will sail and sail and sail,
Till I have proven that!"

So first he went from court to court
To ask for needed aid,
Until before Queen Isabel
His worthy plans he laid.

She ordered skillful men of Spain
To build him vessels three,
Nina, Pinta, Santa Maria,
To sail the mighty sea.

The sailors bid farewell to friends,
And stepped into the ships,
With fear of danger in their hearts,
And prayers upon their lips.

For weeks and weeks they sailed and sailed,
Wave-tossed and tempest-blown,
Until one day before their eyes
A fertile island shone!

They landed on San Salvador
Upon October twelfth;
At last they'd reached America,
With all its glorious wealth.

So ever since we love his name,
Columbus, brave and bold;
Who found this land for you and me,
Its riches to unfold.

And thus, upon October twelfth,
We sing in grateful praise;
"All honor to Columbus
Throughout the endless days!"

—Anne Smith Ayres.

# THE STORY OF DISCOVERY DAY

By Ruth Thompson

We celebrate Discovery or Columbus Day each year in honor of Christopher Columbus, who discovered the West Indies on October 12, 1492. This perilous voyage led to the discovery of America and at the same time proved that the earth we live on is round.

Christopher Columbus was born about the year 1446 in Genoa, Italy. His father was a woolweaver, but this work did not attract the boy. He went to school and studied Latin, mathematics and astronomy and learned how to make maps and charts. When school was out, Columbus spent his time at the wharves watching the ships. Genoa was a busy spot and many sailors from many lands were there.

What strange and wonderful tales the sailors told the Italian lad of far-off countries; of pirates who are robbers of ships at sea; of strange people in other lands and stories that held fascination for all boys, but particularly for Columbus, who had a strong love for the sea!

Day after Day Columbus might be found at the harbor. The sailors told him of their fights with pirates who sunk ships laden with rich treasures, to the bottom of the sea. They saved their best stories for him because he was so interested in all they could tell.

Often Columbus wondered why these voyages took so many weeks and it seemed to him that a shorter way might be found to China and to India.

As soon as he was old enough Columbus went to sea. He loved the life of a sailor, but often times when in port he lived in Lisbon, the capital of Portugal. This country was the center of geographical knowledge of the day and captains were exploring the coast of Africa and returning with their tales of the trips. Meanwhile the young seaman found time to study maps which his father-in-law, one of Prince Henry the Navigator's sea-captains, left him.

These studies crystallized the thought that had been brewing in his mind for years. The thought was that the earth is round, not flat, as people believed it to be. They believed that if they were on the ocean and the vessel went too close to the ocean's edge—for they really thought the ocean had an edge—the ship would tumble off—and who knows what terrible fate might await those on the vessel should they survive? They believed, too, that great dragons were in the sea and would lash their tails, causing great storms, or maybe they would swallow the vessels!

Columbus' argument was that if the earth were round it would be possible to return to the starting point by sailing straight ahead in either direction. People wished to increase their trade with India. Many rich and beautiful things were brought from there, including silks and spices; and useful articles were sent in return from the people of Europe. The trip to India was long and tedious. How great a thing it would be to shorten the journey! So thought Columbus. He felt sure from different proofs that the earth was round.

Another proof had occurred to him when he was a lad sitting on the shore. In front of him was spread the great waters of the ocean. Off in the distance the sky seemed to meet the land. That was the horizon. When watching the ships go to sea, Columbus observed that the hulk of the ship disappeared first from sight and the mast was the last thing seen. This must mean that there was a curve to the earth or the entire ship would disappear simultaneously.

If you take an apple and stick a pin in it and trace a line around, you will each time find that you have returned to the pin, your starting point. This was Columbus' idea of the rotundity of the earth.

When Columbus told what he believed to be true he was laughed to scorn by all but a few. Those geographers who thought with Columbus that the earth was round did not have the courage of their convictions. They left it to him to prove. The proof lay in a voyage such as no other person had before attempted.

Columbus was a poor man. He was determined to prove that if the earth were round he could reach India by sailing west. No one knew how great a distance this was, how much food would be needed, how long the trip would take, or what terrible dangers might be encountered. People did not know the size of the earth or of the continents of North and South America, which lay in the vast bodies of water between the western coasts of Europe and the Eastern coasts of Asia.

Now began a long struggle for Columbus. Year after year he visited the rulers of Portugal, France, England and Spain.

Many years, twenty of them, he spent as a beggar, wandering from court to court. He was ridiculed, thought crazy and deceived with false promises. His perseverance and courage kept him above the pettiness of those who laughed at him. His persistence at last won his reward.

One day, while on his way from the court

of Spain to France, he stopped at the monastery of La Rabida, where he had left his little motherless son, Diego. He was weary and footsore. Among the kind monks he found ready listeners to his story. The head of the monastery had formerly been Queen Isabella's confessor. This monk decided that Columbus' plans sounded plausible. He begged him to remain a few days while he wrote to the Queen of Spain and urged her to make use of the opportunity which the seaman offered in his theory of a new route to the Indies.

Queen Isabella and King Ferdinand had formerly refused Columbus aid. They had asked him to talk before a learned council at Salamanca and those men had pronounced him a dreamer. "If the earth were round," they laughed and jeered at him, "the men on the other side of it would have to walk with their heads downward, while rain and snow must fall upward." Even King Henry VII of England had refused aid through Columbus' brother, Bartholomew; and Italy, Columbus' own country, would not give him aid or encouragement.

Now the king and queen of Spain had completed their conquest of the Moors. When they sent for Columbus this time they listened to him graciously. Queen Isabella told him she would sell her jewels to obtain money in order that he might take his trip. With what delight and thankfulness Columbus received this news!

Months were spent in preparation of the voyage. Three small vessels were built. The crews of the vessels numbered not quite one hundred. It was so difficult to get men to embark on the perilous enterprise that many criminals were given their choice between imprisonment or taking the voyage.

The ships were named Nina, Pinta and Santa Maria. They set sail from Palos, Spain, on Friday, August 3, 1492.

The Canary Islands were first reached. There repairs were made on the ships. Then the three ships set sail once again, but this time out on the unknown seas where no one had sailed before. The men were uneasy and frightened. For days the wind blew from the east and the men feared that they would never be able to reach home again.

As the leader of the expedition and the man with faith in the enterprise, it was Columbus who stood staunch and true and urged his men onward with cheering words. He was full of happiness and confidence in himself, but his difficulty was in inspiring his men with this same confidence.

Day after day, through calm and through troubled waters, the three ships sailed. Eagerly the lookout for land was kept. Once a meteor plunged from the sky to the sea and this was regarded as an unfavorable omen. Mutterings and threats among the sailors against their brave leader were heard. When signs seemed to point to the end of the journey the days were brighter. Once large patches of seaweed were seen, but they were found to come from the strange Sargasso Sea in the middle of the Atlantic Ocean, which has floating seaweed.

When the sea was calm the men feared they would never reach land again. At those times they could jump overboard and swim in the smooth waters around the ships.

Once a group of angry sailors considered throwing Columbus overboard and returning to Spain and telling a story of an accident whereby he had been drowned. When they suggested returning home Columbus told them the king would be angry if they returned without discovering land.

At last true signs of land began to appear. Birds known never to fly far from shore were seen; a broken branch with berries on it was found floating in the water; pieces of wood carved by hand indicated that human beings could not be far away.

As evening of the day these things were found drew near, Columbus ordered that a strict watch be held. He himself stayed out eagerly scanning the horizan. Suddenly he saw a moving point of light in the distance. This was about ten o'clock. He called some of his men. Hope rose high in their breasts as they saw what appeared to be a moving torch. The moon shone brightly at two in the morning and suddenly out across the silent waters came the signal of the firing of a gun. The cry arose from one of the ships, "Land! Land! We see land!"

Through the remaining hours of the night the men watched and at daybreak, October 12, 1492, there, spread before their delighted vision, were the low-lying, clean-washed shores of an island.

Preparations for landing were made. Donning a scarlet uniform and carrying the flag of Spain, Columbus, accompanied by the officers of the ships, stepped ashore and took possession of the land for the king and queen of Spain. Columbus kissed the ground and knelt in prayer. He took a branch and a handful of earth to carry to Spain with him on his return trip. He named the island San Salvador. It was one of the group of Bahama Islands, but Columbus thought it to be near India and for that reason he called the natives Indians. Hence we call that entire group of islands today the West Indies.

The return to Spain was a jubilant one. The brave sailors and their leader were received with joy and honor. The Indians, tropical plants and birds were all in a parade with the sailors, Spanish soldiers and Columbus.

Three voyages were made by Columbus to the New World after his initial trip. In 1493 he discovered other islands of the West Indies. In 1493 he touched the northeast shore of South America. Great disgrace fell upon the gallant seaman upon this voyage and he was taken back to Spain in chains accused of cruelty and bad government. When he had cleared himself he made one last voyage in which he skirted the shores of Honduras in Central America.

This last voyage was too much for Columbus. He was growing old and was weary and worn. He wanted rest and peace, but he had no money with which to care for himself. The good Queen Isabella had died and King Ferdinand proved himself ungrateful, for he would not assist him.

In 1603 the great discoverer and explorer died poverty-stricken and neglected. Though his body was once buried in Havana, Cuba, it has since been moved to Seville, Spain, where it rests today.

Columbus' voyage was the first of the great discoveries by sea. He died without knowing that he had started the explorations which led to the discovery of America. In view of this fact we often say that Columbus discovered America.

It was Magellan who later sailed around the world and proved that the earth is really round. But to Columbus, who fought for his ambitions, convictions and ideals, who persisted in the face of ignorance and superstition, who conquered all obstacles in his path and sailed out into the "Sea of Darkness" and returned the conqueror, to his memory we owe honor and respect. It is a fitting tribute that the children all over the fair land of America should celebrate Discovery Day.

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## COLUMBUS DAY

Do you wonder to see him in chains
Whom once the King rose from his throne to greet?
At Barcelona—the city decked herself
To meet me, roared my name; the King and Queen
Bade me be seated, speak, and tell them all
The story of my voyage, and while I spoke
The crowd's roar fell,
And when I ceased to speak, the King and Queen
Sank from their thrones, and melted into tears,
And knelt, and lifted hand and voice
In praise to God who led me thro' the waste.

And now you see me in chains!
Chains for him who gave a new heaven, a new earth,
Gave glory and more empire to the Kings
Of Spain than did all their battles! Chains for him
Who pushed his prows into the setting sun,
And bade West East and sail'd into the Dragon's mouth,
And came upon the Mountains of the World,
And saw the rivers fall from Paradise!

Eighteen long years of waste, seven in your Spain,
Lost, showing courts and King a truth,—the earth a sphere.
At Salamanca we fronted the learning of all Spain,
All their cosmogonies, their astronomies;
No guesswork! I was certain of my goal;
At last their Highnesses were half-assured this earth might be a sphere.

Last night a dream I had—I sail'd
On my first voyage, harass'd by the frights
Of my first crew, their curses, and their groans.
The compass, like an old friend false at last
In our most need, appall'd them, and the wind
Still westward, and the weedy seas—at length
The landbird, and the branch with berries on it,
The carven staff—and at last the light, the light on Salvador.

All glory to God!
I have accomplished what I came to do.
I pray you tell King Ferdinand
That I am loyal to him even unto death.
—Alfred Tennyson.

### KEEP A-TRYING

Say, "I will!" and then stick to it—
That's the only way to do it.
Don't build up awhile and then
Tear the whole thing down again.
Fix the goal you wish to gain,
Then go at it heart and brain,
And, though clouds shut out the blue,
Do not dim your purpose true
With your sighing;
Stand erect, and like a man
Know "They can who think they can",
Keep a-trying.

Had Columbus, half seas o'er,
Turned back to his native shore,
Men would not, today, proclaim
Round the world his deathless name.
So must we sail on with him
Past horizons far and dim,
Till at last we own the prize
That belongs to him who tries
With faith undying;
Own the prize that all may win
Who, with hope, through thick and thin
Keep a-trying.

### COLUMBUS AND THE ROUND WORLD

(This pageant, written by Ruby Elizabeth Viets, is to be played by seven children, who take the parts of Columbus, two Chinese, three American Indians and one Hindoo. The children may plan costumes if they wish. Each child upon saying his part may step forward and for the closing stanzas they may all circle about Columbus while they pay their tribute to him. An opportunity for dramatics is given in these lines:)

**Chinese Girl—**

Oh, China is the land of the strangest things,
Where the silkworm grows and the magpie sings,
Where the joss sticks burn and the poppies blow
Beneath our wall built so long ago.

**Chinese Boy—**

To reach our land of rice and tea
Columbus thought to cross the sea.
He hoped to reach our distant strand
Instead of traveling o'er the sand.

**Hindoo—**

Beneath the sunny skies of India
Were jewels rich and rare,
And spices from the jungles deep
With fragrance filled the air.

Columbus hoped to meet our kings
Upon the ocean shore.
So packed his chests with velvet robes
And sailed the wide seas o'er.

**Columbus—**

I sailed the seas for days and days,
My men were wild with fear,
But courage high was in my heart,
I thought rich lands were near.

Safe on the shore at last we trod,
No wonders met our eyes,
Unknown to us a vast new world
Lay 'neath those smiling skies.

**First Indian—**

Silently creeping from out the wood,
We scanned the ocean view,
With white rings rising above the tide,
We saw a large canoe.

**Second and Third Indians—**

The paleface sailors from out the east
Came not to seek our land;
They sought a country unknown to us
Beyond our western strand.

**All—**

East or west, west or east,
No matter which way you sail,
Your ship will bring you home again;
This rule will never fail.

For Columbus knew what he talked about
When he said the earth was round,
And by sailing west you can reach the east,
Where Columbus first was bound.

### COLUMBUS

What treasure found he? Chains and pains and sorrow—
Yea, all the wealth those noble seekers find
Whose footfalls mark the music of mankind!
'Twas his to lead a life: 'twas man's to borrow:
'Twas his to make, but not to share, the morrow. —Theodore Watts-Dunton.

### COLUMBUS DAY

In 1492, they say,
Four hundred years ago,
Columbus came and found our land,
Now that is all I know.
Although 'tis very little,
If you'll remember this,
I think it may in after years
Come not at all amiss.
—Lillian M. Jones.

(Eight children are to take part in the following recitation. Cards with the letters C, O, L, etc., should be made, one letter on each card, and each card then suspended around the neck of each one of the eight children. The word spelled will be "COLUMBUS". Standing in line each child recites in turn the couplet beginning with the letter his card bears.)

**First Child—**

Crossing the wide ocean blue
Unknown lands to seek,

**Second Child—**

O'er seas he sailed for days and months,
Till each brave heart grew weak.

**Third Child—**

"Let us go home!" the sailors cried,
"For land cannot be nigh."

**Fourth Child—**

Up stood Columbus, brave and great;
He would not heed their cry.

**Fifth Child—**

"My men, cheer up," he kindly said,
"And fear not wind or wave,

**Sixth Child—**

But know that He who doeth all
Will surely see and save."

**Seventh Child—**

Upon the eve of one dark night
A light gleamed far away:

**Eighth Child—**

So they watched and waited for the dawn,
And land before them lay.

**All Children in Chorus—**

Columbus! 'Tis for him our cheers
From sea to sea shall loudly ring;
Our happy land each hundred years,
We'll give a glad rechristening.


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### THE SHIPS OF COLUMBUS

Pinta, Nina and Santa Maria,
Ships of Columbus, three,
Sailing away from the coast of Spain
Over an unknown sea.

Pinta, Nina, Santa Maria,
On toward the west they go;
Though faint are the sailors' hearts with fear,
Four hundred years ago.

Pinta, Nina and Santa Maria,
Under the tropic skies;
Hark! hark! from the masthead, high in the air,
"Land! Land!" the lookout cries.

Pinta, Nina and Santa Maria,
Their voyage long is o'er;
Columbus has reached the goal he sought,
The distant and unknown shore.
—Lillian Cole.

### COLUMBUS

On a bright October morning,
Four hundred years ago,
Into the western waters
Three ships were seen to go.

The grateful morning sunshine
Lit up the masts like gold,
And touched the happy faces
Of the sailors bright and bold.

His face with glory beaming,
His head bared to the breeze,
The good Columbus guided
His vessels through the seas.

Ten long weeks upon the ocean,
They have spent in hope and fear,
Far from home and kindred,
And all their hearts hold dear.

But now they've reached their journey's end,
A safe and happy band,
They plant the standards on the shore—
Of God and Fatherland. —Anon.

### THE BOY COLUMBUS

"'Tis a wonderful story," I heard you say,
"How he struggled and worked and pleaded and prayed,
And faced every danger undismayed,
With a will that would neither break nor bend,
And discovered a new world in the end—
But what does it teach to a boy of today,
All the worlds are discovered, you know, of course;
All the rivers are traced to their utmost source;
There is nothing left for a boy to find,
If he had ever so much a mind
To become a discoverer famous;
And if we'd much rather read a book
About someone else and the risks he took,
Why, nobody, surely, can blame us."
So you think all the worlds are discovered now;
All the lands have been chartered and sailed about,
Their mountains climbed, their secrets found out;
All the seas have been sailed, and their currents known;
To the uttermost isles the winds have blown
They have carried a venturing prow,
Yet there lie all about us new worlds, everywhere,
That await their discoverer's footfall. Spread fair
Are electrical worlds that no eye has yet seen,
And mechanical worlds that lie hidden, serene,
And await their Columbus securely.
There are new worlds in Science, and new worlds in Art,
And the boy who will work with his head and his heart
Will discover his new world surely.
—Manual of Patriotism.

### OUR LAND

Columbus came and found our land
A long, long time ago;
And that is why Columbus Day
Is kept each year, you know.
—Lillian M. Jones.

### JOTTINGS OF A TRAVELING BOOKMAN

**William Maurice Culp**

The resignation of Perry R. Davis, city superintendent of schools of San Bernardino, to take effect immediately in order that he might enter business in San Francisco, came as a distinct surprise to California schoolmen. Mr. Davis has made a wonderful success as a school executive at both National City and San Bernardino. The fact that he is leaving school work means a great loss to the California school system. Mr. Davis will be employed by the Feltman & Curme Chain Shoe Store Company. This company, one of the largest retailing shoe concerns in the United States, will open their first store on this coast in San Francisco, October 1st. Their intention is to establish stores in all Pacific Coast cities. Mr. Curme of the company is the uncle of Mr. Davis and Mr. Davis has the opportunity of working into one of the executive positions of the concern. Success is wished him.

Miss Ida M. Collins, superintendent of San Bernardino county schools, had forty-one applicants for teachers' examinations.

K. L. Stockton, principal of the San Bernardino High School, was delegate from the Lions Club of San Bernardino to the International Convention held at Newport this summer. Mr. Stockton was president of the San Bernardino Lions Club last year.

Riverside city schools, under A. N. Wheelock, are undergoing a period of expansion. A $500,000 bond issue for schools is being spent. A high school unit of $175,000 is under construction. Some seventeen classrooms are being added to other school buildings. The Lincoln School, costing $90,000, will be ready for occupancy in a short time. This is a modern two-story mission style structure with auditorium seating 300 pupils. One of its particular features is a large first-grade room capable of handling sixty children in charge of two teachers.

A large fireplace and alcove are among its attractive details. Mr. Wheelock's idea is to have the room furnished in such fashion that one would not suspect that it was a classroom.

C. H. Meeker of the Boys' High School, Riverside, who for several years has been giving the educational tests in the Riverside schools, will now give that work his entire attention as head of the department of educational research.

L. M. Overkotter is principal of the Chino High School this year.

Chino city schools, under District Superintendent McCall Aldrich, have just finished a building program. Two new grammar schools costing $117,000 and an auditorium for senior and junior high school costing $85,000 have been completed. The auditorium will seat 800 and has a large stage 35 by 40 feet with ample dressing rooms. In addition this building houses the administrative offices, the library and two classrooms. Twenty-eight teachers handle 750 grammar school children and twenty-three teachers teach 300 pupils in the junior and senior high schools.

Miss Bertha Schmidt has been placed in charge of the elementary schools of Chino.

In order to handle increased enrollment, J. D. Simkins of East San Diego has added three rooms at one school building and two rooms at another.

Of more than passing interest has been the formation of the Mountain Empire Union High School in San Diego County under the guidance of Miss Ada York, county superintendent of schools, and under the direct supervision of Principal Bernard C. Nichols of Clover Flat.

Mountain Empire is a delightful name for the new school, for it is situated in those mountains lying between the mesa and coastal plain at San Diego and the desert reaches and soothing green of the cultivated areas of the great Imperial Valley. On the west lies the broad Pacific, on the east the desert reaching to the low-lying mountains beyond the Colorado River, to the north are more mountains—Cuyamaca, Palomar—to the south is Mexico, the province of Lower California, mountainous, chaparral covered.

Pleasant sounding are the names of the districts forming this union high school district — Potrero, Campo, Jacumba, Clover Flat. Translating the first three names we have Pasture Land, Camp, Hut by the Water, and Clover Flat.

The formation of this new high is largely due to the energy of Bernard C. Nichols of the Clover Flat Grammar School, who last year carried a class of eight ninth-grade pupils. Mr. Nichols is ably assisted in carrying on this new school by his new board of trustees, comprised of F. J. Ferguson, president; M. D. Johnson, clerk; W. T. Stewart, D. H. Timmons, and Chas. Hook. School at present is being held temporarily in a storehouse belonging to M. D. Johnson.

R. B. Walter of the Arcadia Grammar School will have charge of approximately 400 pupils this year.

The Escondido Grammar School under Mrs. Beulah S. Howland will construct a five-room unit of a new building this fall. This unit will be erected on property recently purchased. Escondido now employs fifteen teachers in addition to Mrs. Howland, who will devote her whole time to supervision this year. The enrollment will be around 550 pupils.

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PUBLIC LIBRARY



In the interest of promotion of safety among the school children of Los Angeles County, the Automobile Club of Southern California has just published a pamphlet titled "Safety—A School Project." This pamphlet is distributed free to all teachers in Los Angeles city and county. In the county copies were delivered to Mark Keppel's office and the pamphlets were sent out with the teachers' supplies.

This work was compiled by Ella M. Newell, supervisor of special instruction of the Los Angeles city schools, and E. B. Lefferts, manager of the public safety department of the Automobile Club of Southern California. The illustrations are from posters by the pupils of Miss Mary S. Morse, assistant supervisor of drawing of Los Angeles city schools. Will C. Wood has written the introduction. Material for presentation by the teacher is arranged by grades.

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Perris high school is entering its third year under the principalship of Harold V. Hartshorn. Mr. Hartshorn has just had published a very attractive announcement of the Perris Union High School. A historical sketch, course of study requirements, courses offered, regulations covering various school matters are most conveniently presented for students and patrons of the school.

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R. W. Snyder, for several years head of the physical education department of the Alameda elementary schools, has been elected to the vice-principalship of the Lindsay High School.

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Ernest E. Harwood of Eagle Rock elementary schools has been elected to the district superintendency at Hermosa Beach.

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The Ontario elementary schools under C. W. Randall now number five. Some 2000 children are in attendance. A fine new building for the seventh and eighth grades has been built at a cost of $102,000. It will handle 500 pupils. It has a domestic service and shop building and an auditorium seating 800 pupils. Eight acres of land surround this new intermediate school.

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G. V. Whaley, superintendent of Pomona schools, expects the new million dollar high school building to be occupied some time next year.

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R. D. White, superintendent of Glendale schools, has just adopted Dr. Harold W. Fairbanks' New Geography on California, the United States, and the World for the fifth grade. Glendale is now using three of Dr. Fairbanks' geographies, one each in third, fourth and fifth grades.

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George U. Moyse, principal of the Glendale High School, will not move his school into the new $600,000 high school plant until it is totally finished. At present he is running a double session in order to handle the number of students enrolled.

**$1000 in Cash Prizes!**

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HERE it is, Boys and Girls—your opportunity. If you have not yet reached your sixteenth birthday, you may enter this contest. It is a contest you will get a lot of fun out of. Entertaining, as well as profitable. To learn more about the thousands of boys and girls that read Bradley Books, we are offering over 250 cash prizes, totaling $1,000.00, for the best compositions on the subject—"What I Like About My Bradley Book and Why?"

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## A NEW CHILDREN'S MAGAZINE FOR THE PACIFIC COAST

Supplementing the many fine things which are being done along literary and educational lines for children, comes a new inspiring children's magazine—an all-California product. **A Child's Garden** is the title of the new monthly which is to make its initial appearance on the first of December. The title draws its inspiration from the child's classic written by that patron saint of children, Robert Louis Stevenson.

New York has produced its John Martin's Book; Chicago has brought forth Child Life; now California offers **A Child's Garden** with its special appeal for the children of the West. The new magazine is the fulfillment of a dream of California people, and it will be illustrated by California artists and printed by California publishers.

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Mrs. Francis M. Wigmore, who is to be editor-in-chief of "The Child's Garden," the new children's magazine, brings to the responsible position a wealth of experience along educational lines. Those who know her work as editor of the Sigma Kappa Triangle, one of the leaders in the Greek world periodical field, know how well she is equipped for the new duties. Mrs. Wigmore, always a lover of children, has associated with her some of the best writers for children in the country and the business organization behind her is as well chosen.

That there is a great fertile field for such an interesting enterprise as this, no one in touch with children of California can doubt. The time is fast approaching when California need not look to the East for her literature and her publishing houses. The West can well stand on its own feet in this respect. A Child's Garden, which will be $3.00 a year, will be published by A Child's Garden Press, 2161 Center street, Berkeley, California.

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## WESTERN SCHOOL NEWS

Charles W. Beers was married on August 6 to Rubyruth Bates of St. Charles, Mo. Miss Bates was in charge of the Department of physical education of Y. W. C. A. at Houston, Texas, and met Mr. Beers at the summer session of the University of California. They will make their home in Berkeley. Mr. Beers is the efficient representative of Rand McNally & Company and now that he is happily married, the other bookmen like W. M. Culp, J. O. Tuttle and "Scotty" are truly lonesome, and will undoubtedly be tempted to follow the very excellent example of Charlie Beers.

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Superintendent Will C. Wood reports 153 one-room schools without teachers in California. The condition is largely due to Governor Richardson's economic program. The failure to support our State Teacher Colleges is having its effect. The following counties are without teachers at this writing, September 15, 1923: Imperial, 7; Inyo, 7; Riverside, 16; San Bernardino, 12; San Diego, 11; Kings, 8; Kern, 15; Madera, 10; Tulare, 7; Lassen, 2; Mariposa, 7; Mendocino, 4; Mono, 5; San Luis Obispo, 13; Shasta, 5; Sierra, 3; Siskiyou, 5; Trinity, 2; Tuolumne, 3.

Bruce Painter
President of the C. T. A.
Bay Section

Mr. Painter has arranged a splendid program for the meeting of the C. T. A., October 22, 23, 24 and 25. Dr. Patty Hill of Columbia University and Dr. Baldwin of the University of Iowa are the two principal speakers. Mr. Painter will make a record as president of the C. T. A., just as he has in his school work. The high school at Petaluma has increased its enrollment in five years from 225 to 625. He has consolidated 20 districts and has a rural junior high school with a new building costing $250,000 and an enrollment of 610. Four hundred students are transported from the country and every department is up to date. The manual training department takes care of the seven buses used in transporting pupils and does much practical work. Mr. Painter governs the whole system with his vibrant personality.

## TRUTH VS. PREJUDICE AND BIGOTRY

Recommended by the Council, the following resolutions with regard to censorship of school history textbooks were passed unanimously at the annual meeting of the Association of History Teachers of the Middle States and Maryland, held May 5, 1923, at Teachers' College, Columbia University:

WHEREAS there has come to the attention of this association and its members the existence of considerable agitation in some of the newspaper press and elsewhere on th subject of the teaching of American history in the schools which has tended to reflect on the patriotism and intelligence of the teachers of history;

WHEREAS this agitation has in many cases been largely carried on by persons little conversant with the fundamental sources of American history, who have garbled the wording and intention of certain history textbooks so as to make them appear unpatriotic;

THEREFORE BE IT RESOLVED that this association go on record as deploring an agitation based on either ignorance or malice, or which has for its object the promotion of animosities between classes or nations; that this association lend its influence to defeat the attempts made to get legislatures to write into the statutes the content of courses in history and the social sciences; that the proper place for determining such content is with the state and local educational authorities; and that we deplore the publicity that has been given this agitation as being both pernicious in its effect upon the training of our young American citizens and destructive of sound scholarship;

BE IT FURTHER RESOLVED that the secretary of this association send copies of these resolutions to other associations of teachers of history and the social sciences, requesting them to take similar action.

President Coolidge has recently written a series of articles placing special emphasis on teaching history from the standpoint of open-minded tolerance and sound scholarship and deploring the pernicious activity of class organizations.

## AN EXPERIMENT TO ESTABLISH DEFINITE STANDARDS FOR THE GUIDANCE OF TEACHERS IN ORGANIZING COURSES IN ELEMENTARY SHORTHAND.

Initiated and Conducted Under the Supervision of Frances Effinger-Raymond, Wellesley, B. A.; Elizabeth Starbuck Adams, Columbia, M. A.; 1044 Phelan Building, San Francisco.

The above is the title of a very complete and simple exposition of the teaching of shorthand. The authors in the opening statement make the following amazing announcement:

"In the seven Pacific Coast states visited by us, 96 per cent of the high schools teach Gregg shorthand. Thirty to 50 per cent of the student-body is enrolled in the commercial departments under the guidance of earnest teachers who are handicapped by the failure of the state universities and teachers' college to offer adequate courses in the training of teachers of commercial subjects. That the teacher training centers of such institutions, the departments of education, do not make provision to train the group of teachers that is to handle 30 to 50 per cent of the high school pupils of the state is almost incredible. It is an amazing condition, hard to reconcile with any interpretation of the functions and responsibilities of state educational institutions. We are forced to accept this manifest negligence, however, as a hard, cold fact. In some way the teachers of commercial subjects must advance professionally without the guidance and help the universities of the state might give but, at present, withhold."

They then proceed in fifteen pages to give suggestions, explanations, advice, etc., that will prove invaluable to the teacher. The directions of handling standard tests are especially valuable. This booklet will be sent free to teachers who apply. Write to Mrs. F. E. Raymond and Elizabeth Starbuck Adams, Phelan Building, for a copy.

## C. C. BOYNTON—DEAD

C. C. Boynton, the founder of the Boynton & Esterly Teachers' Agency and for many years a prominent banker and citizen of Los Angeles, California, passed away August 19, 1923. Mr. Boynton was 83 years of age. He was born in Vermont, educated at Middlebury College and Amherst College After serving as teacher, principal and superintendent in Vermont he came to California in 1887 and established the Boynton Normal School, and the Boynton Teachers' Agency. He retired in 1909 in favor of E. C. Boynton, who has continued the agency successfully ever since. Mr. Boynton was a prominent church worker, a careful banker and leaves a splendid reputation for integrity. He is survived by his widow and five children. His son, E. C., of the teachers' agency, and Dr. W. P. Boynton of the University of Oregon being well known to the educational public.

## CHANGES OF TEACHERS IN HIGH SCHOOLS

(Furnished by F. A. Rice, Ginn & Co.)

Alturas—W. E. Hester, Principal.
Benicia—J. O. Gossett, Principal.
Cedarville—I. W. Snow, Principal.
Calexico—C. B. Collins, Principal.
Crescent City—C. F. Quick, Principal.
Crockett—W. H. Wesler, Principal (returned after illness).
Dos Palos—Elmer C. Eby, Principal.
Easton—L. P. Linn, Principal.
Escalon—B. F. Brown, Principal.
Escapol—Oliver E. Irons, Vice-Principal.
Fowler—Victor A. Rohrer, Principal.
Fowler—E. A. Rippey, vice-Principal.
Galt—E. R. Oertel, Principal.
Galt—William Bland, Vice-Principal.
Gustine—W. F. Drew, Principal.
Custine—A. E. Clark, Vice-Principal.
Gridley — Clara Poppie, Science and Mathematics.
Gilroy—Elmer E. Scherf, Commercial.
Gilroy—L. Maude Taylor, English.
Hughson—J. C. Templeton, Principal.
Huntington Park—T. A. Russell, Principal.
Huntington Park—J. M. Reeder, Vice-Principal.
Imperial—M. S. Templeton, Principal.
Lompoc—E. R. Gauthier, Principal.
Lompoc—Lillian P. Williams, Vice-Principal.
Los Banos—August Grimm.
Los Banos—W. T. Walton, Vice-Principal.
Mountain View—E. B. Hodges, Principal.
Nevada City—Frank E. Williams, Principal.
Nevada City—E. T. Lakin, Vice-Principal.
Oakland—J. Irving Read, Smith-Hughes instructor in Technical High School.
Riverdale—G. N. Steyer.
Sacramento—S. L. Stoner, Chemistry.

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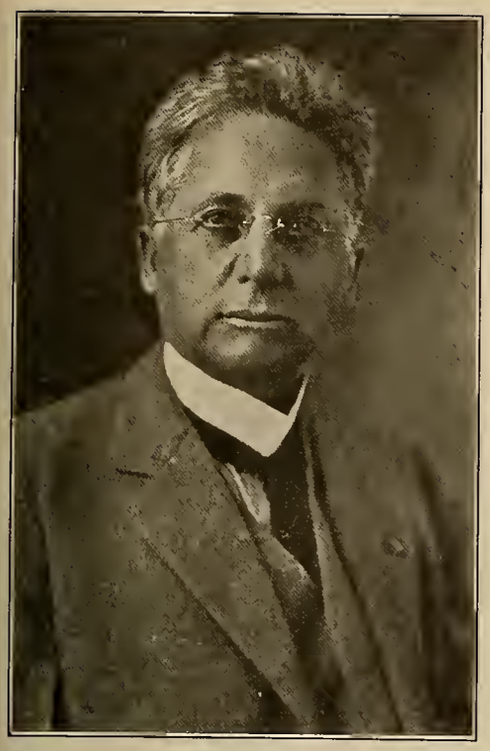

Frank A. Miller
"The Master of the Inn"

The annual convention of the City and County Superintendents of California has been called to meet at the Mission Inn, Riverside, California, by Will C. Wood, Superintendent of Public Instruction. The Mission Inn is so full of historical romance that it will attract not only the superintendents but their families and friends will take advantage of the occasion to spend a delightful week at the Inn.

In 1870 Judge North and his associates purchased from Louis Rubidoux the land where the city of Riverside now stands. In 1873 the two original navel orange trees were planted. The same year Captain C. C. Miller and his friends came to Riverside. He was an engineer and planned the irrigation ditches that laid the foundation for the great fruit industry of Southern California. . In 1874 he received the block on which the present hotel is now located for $375.00 balance due him on salary. It was on this block that his son, Frank, the present "Master of the Inn," helped make the adobe blocks for the house that grew to Glenwood Cottages, then Glenwood Hotel, and now the Mission Inn.

Part of the original adobe homestead stands today as a memorial of the beginning of it all, used as a tea room, but all the others of the earlier buildings have long since disappeared. The country round about is steeped in Spanish and Franciscan Mission traditions. Appreciating this and the importance of the earliest monuments of Christian civilization on the Pacific Cost, Frank A. Miller, now known as the Master of the Inn, dreamed of a hotel that should picture the romance and ideals and charm of the Mission period. The Mission Inn of today, replacing the Glenwood Cottages and the Glenwood Hotel, is the accomplishment of that dream. The old Monks built good buildings, suitable for the Southern California climate. These buildings had heavy walls so that they were cool in summer and warm in winter. There was genuine hospitality in the old Missions. The Monks were good hotel keepers as well as spiritual and intellectual leaders. The Spanish motto at the Mission Inn door is "Enter, friend, this is your house." So would the old Monks have spoken. It was in 1902 that the new Glenwood of brick and concrete replaced the old frame buildings of the seventies, eighties and nineties. It was appropriate that the name should become changed gradually from Glenwood Hotel and New Glenwood Hotel to Glenwood Mission Inn and then to Mission Inn. The building of 1902 was thoroughly Mission, with its arches and plastered walls and its simple interior. It was home-like and restful, and reminded one of the inns of Europe rather than an American hotel. Mr. Miller had never been to Europe until 1907. The result of his first journey abroad was the building of the cloister, the addition of 1909. This was entirely of concrete, and was even more simple than the building of 1902. In it more minute attention was paid to the distinctive features of the California Missions. When the cloister was finished Mr. Miller went to Spain to get old-time furniture for it, and the result of this journey was the building of the two Spanish wings and the new court of the fountain in 1914. In this addition were incorporated many characteristic features of buildings in Spain. The Mission Inn of today occupies an entire city block, is four stories high and is built around two open courts full of shrubs, flowers, tropical plants and trees, the homes of the birds, especially of the famous Macaws. Much of the walls of the building is hidden in ivy. The keynote of the place is a motto which hangs in the lobby, which applies today as much as it would in the little Glenwood Cottage of 1876: "Ye Canna Expec' to be Baith Gran an Comf'table." The whole place is characterized by restful simplicity.

The cloister music room, where the convention is held, is splendidly adapted for the purpose of the convention. Here the true Mission atmosphere may be found. The cathedral organ, the Camino Real, the cloister walk, the paintings, the Mission collection of crosses, are all grouped around the cloister music room. The Carmel tower, the Spanish art gallery and the Spanish patio are especially attractive. The garden of the bells is a revelation to those who have failed to consider the historical interest back of the various kinds of bells. This collection of Mr. Miller's is especially worth while. Those who dine in the Inn are invited to inspect the wonderful kitchen. It is something different, and must be seen to be appreciated. The Inn has had many noted guests, including several presidents of the United States, noted authors, artists and actors who travel far to enjoy the hospitality of the Inn. Carrie Jacobs Bond wrote "Perfect Day" under the inspiration of the Inn, and the Mission play was written here. It is a dream of the hospitality of the "Splendid Idle Fortunes" realized.

Imagine the surprise of the guests when the convention met at the Inn a few years ago to find on entering the room that the hostess had ordered a basket of delicious fruit to be placed in each apartment for the guests.

The Mission Inn is not only the most unique in its hospitality and charm in California, but there is no place in all the world more attractive, and the superintendents and their friends will not only have a hospitable week but one of recreation and restful enjoyment.

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C. RAY HOLBROOK

The New Superintendent of San Bernardino City Schools

C. Ray Holbrook, last year principal of the Nogales High School, Arizona, has been elected to the city superintendency of the San Bernardino city schools, from which Perry R. Davis, superintendent, has resigned to go into business in San Francisco.

To Mr. Holbrook goes the honor of being perhaps the youngest city superintendent of schools in California. Mr. Holbrook is thirty-two years old.

While this is Mr. Holbrook's first city superintendency he has had ten years of experience as executive in both grammar and high school. He is a product of the Pacific Northwest. He graduated from the State Normal School at Bellingham, Washington, took his A.B. and M.A from the University of Washington, and recently has been taking work toward his Doctor's Degree at Stanford University. He has specialized in school administration.

Previous to his Nogales position he was district superintendent of schools at Cape Horn, Washington, and also served as principal of the high schools at both Auburn and Benton.

Mr. Holbrook comes to his present position highly recommended by the Stanford professors and the Hon. Will C. Wood. Mr. Holbrook is a man of genial and pleasing personality and is sure of a hearty welcome among California schoolmen. Much is expected of him.

## THE AESTHETIC AND MORAL OBJECTIVES OF EDUCATION

A Model Address to Teachers, Given at the General Meeting of Teachers, Preparatory to the Opening of the Berkeley Public Schools, by Superintendent H. B. Wilson.

The world-wide problem of society is to secure thought and action on the part of each citizen on the highest level possible to him. It is in reference to the part of the public schools in achieving this end that I wish to think with you briefly this afternoon.

I am glad to discuss this topic with you this afternoon for two considerations. In the first place, you will recall I made inquiry through the schools last spring as to whether there should be prepared by a committee of teachers a monograph on moral training and a monograph on the teaching of politeness and good manners in the schools. The overwhelming response was that there should be no special monograph or directions touching these responsibilities of the schools but that rather teachers should be left free to accomplish these ends as opportunity arose and as a by-product of the work of the school.

In the second place, because of the events of the past week attending the death of President Harding and emphasizing the true values in human life which have been brought into prominence by this sad circumstance.

All of us who work constantly in the public schools realize that there is no place where more importance is constantly given to the achievement of aesthetic and moral values than in the public school. The home and the church are deeply concerned to establish these values in human life, but all the other institutions combined probably fail to work regularly and consistently in such fundamental ways toward these ends as do the schools under your teaching.

Public addresses on education and educational literature generally tend to give the impression that the main concern of teaching is to equip the children with knowledge and skills. This is owing to the fact that it is easier to make a list of facts and of skills. Results of that type are easy to tabulate, whereas aesthetic and ethical results are less concrete and not so easy to demonstrate. This does not mean, however, that they are less in our thought—on the other hand, because of the fact that they are more fundamental and dominant in determining human conduct than the facts and skills they receive and must continue to receive our constant and fundamental attention. We shall constantly keep before us that human action needs always to be not only accurate, deft, prompt and the like, but, and particularly, that it should above all else be aesthetic (beautiful, pleasing) and moral (good, worthy, genuine).

These desirable ends represent the crystallized thinking of human society at its best. The methods of their achievement, however, must be discovered through an understanding of child nature. God's laws installed within the human being must be concretely understood and carefully obeyed by every teacher who would achieve with certainty and economy the great ends of education.

Professor Josiah Royce has mapped out in his Outline of Psychology that human nature is triple in its character. In the first place, says he, the individual is "sensitive" and is therefore capable of being stimulated, of being impressed, of being affected by his environment. In light of this quality and ability of the individual, the school and the other social agencies must plan in such way that the impressions and stimuli brought to bear upon the child shall operate to produce the social ends sought. This, the school does through instruction, appeal, example, influence and the like.

In the second place, Mr. Royce points out that the human being is capable of interpreting understanding and mastering to a degree the stimuli and experiences to which he is subjected. Not only is he capable of this, but it is necessary if he is to grow, develop and progress that he shall understand and master. This, therefore, is the second effort of the school. It aims to interest the child in reciting fundamentally upon his experiences to the end that he may gather from them—added knowledge, additional skills, loftier wishes and a body of ideals and standards which are increasingly more lofty and purer from year to year. If these ends are achieved each child will gradually be raised from his native, instinctive levels of thought and action which characterized him at birth to increasingly higher levels of judging, choosing and acting.

In the third place, Dr. Royce points out that the human individual is capable of initiative—that he can do things and express himself in conduct in ways which would not be possible except for the facts derived from his environment and from his understanding and interpretation of the stimuli which have affected him. The third thing is, therefore, to which the schools give attention, is expression, doing, conduct. These have the effect of deepening the child's interpretation and understanding and also of giving external expression to the thinking that the child himself and those responsible for his guidance and teaching may estimate accurately the progress which he is making from time to time toward the desired higher levels of conduct.

The means to these ends need hardly be defined. They are the school plant, with all its wholesome influences, the various subjects of study taught in the schools, particularly history and literature, the methods of teaching which aim to make sure that such potential influence shall exercise the deepest possible effects. There are all the student activities in which the pupils carry duties, thus participating in achieving the ends of the school. There is the discipline of the school with the standards which it maintains and enforces—all of which are actuated by those aesthetic and moral ends which society at its best wishes maintained. Greatest of all is the influence of the teacher's example and inspiration. She determines, of course, whether each of the other agencies has opportunity to work with full and fundamental effect.

All of us have been deeply impressed this week in reference to the transcendant significance of character. There has been little talk since the sad event which took from us our great President, Mr. Harding, of the wisdom which he possessed or of the skills which were his. But we have been bowed heavily with grief because of the great character which has been taken from us. It was because he was fair, square, dependable, self-sacrificing, honorable, courageous, genuine, sincere, controlled by the Golden Rule, that he had established himself so deeply in the affections not only of the American people but of fair-minded people throughout the earth.

Never before have we had an opportunity to open our school rooms and go to the year of work which was ahead of us with such a sublime feeling in reference to the importance of determining our every undertaking in light of its character building value.

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## PUSH-BUTTON DIGNITY

By James M. Malloch

The American business man belongs to a royal line of his own creation. For the first time in the history of western civilization the man of commercial achievement occupies a pedestal and receives the homage of mankind. Old men accept him as a genius—an individual possessing qualities of thought and will which do not reside in the ordinary brain. Young men look up to him with eyes full of hope and wonder if they too are predestined to arrive. In every community sprout schools of applied psychology which offer for sale at a substantial price the secret whereby the springs of latent mind-power may be set free and the student of the advertised system empowered to dominate his fellows.

This dignified and envied individual is termed an "executive." He bears on his person the marks of management. He dresses well. He shaves closely. He looks like business. He arrives at the office sufficiently late in the morning and at the close of the noon hour to make a good impression on his subordinates. Who has heard of a commanding figure appearing on the stage of his triumph before the audience had assembled? Even political orators know the importance of entering the crowded auditorium at this psychological moment.

Seating himself in a beautiful mahogany chair as the air whistles out of the upholstered leather cushion, the executive glances with sweeping, masterful eye over his glass-topped desk, observes the arrangement of the mail, then reaches for the electric button which sets the wheels of commerce into motion.

What would an executive do if he were unable to push an electric button? Beside the electric button the secret doors and mysterious chambers of ancient potentates fade into insignificance. Think of the magic of that little contrivance which rests so innocently on the executive's desk. It has power to summon the callow office boy whose personality and temper have not been sharpened on the stone of experience. It brings from her little desk the trembling stenographer whose charms have not yet allured a husband to her door. It draws with astonishing speed from her debris of letters and documents the kneeling file girl. It arouses the slumbering attention of the clerk who, dreaming over his books and papers, sees a vision of the day when he may sit within the transparent seclusion of a private office.

Now there are a number of things wrong with this push-button dignity.

The executive, reserved, frequently snobbish, may deposit an enormous pay check in the bank at the first of the month, but he remains a monthly man. He does not belong to the ages. There is no niche awaiting him in the hall of fame. The historian doesn't even know his name. It must be exasperating for the big business man to figure out why the name of some humble poet, who has never demonstrated any executive ability, who does not know how to handle men, who would scarcely recognize a large pay envelope if he saw one, may be as familiar to future generations as the appellations of contemporaries. Even the newspapers fail to herald the achievements of the big executive unless he transacts a business deal of extraordinary importance, tastes the bitterness of scandal, or contributes of his wealth or time to a benevolent enterprise under the control of a non-profit organization.

So much from the standpoint of the executive himself. Our subject may be considered also with reference to management efficiency and labor.

There are more executive functions in business at the present time than necessary. Much of the money paid to executives, or poured into departments supervised by them, represents useless overhead. Industry needs more men who understand thoroughly the technical work of the business and fewer who manage the men who know the technical details. Real democracy, which recognizes only the aristocracy of brains, will never be achieved until more importance is attached to knowledge than to influence. But at bottom this is merely a matter of efficiency. **Many executives are merely elevated clerks. They are not money makers. They are simply gang bosses in the realm of bookkeeping. The overhead is becoming so large in some concerns that it is becoming a burden on the public as well as on the private organization itself.**

Push-button dignity has its drawbacks from the standpoint of efficiency in another direction. The average executive has secured by persistent efforts on his own part more responsibility than he is able to bear. There is in every large company a certain percentage of labor turnover due to the attempts of executives to find by the trial and error method the kind of help which will avert the consequences of the mistakes of executive power as far as possible without open display of disobedience. Recent experiments conducted by a well known psychological laboratory have shown that as many as twelve experts individually interviewing a number of applicants for a position and rating them according to an established scale, will present a report at the close of their work in which "almost any applicant is likely to receive ratings placing him at any point in the scale, from first position to last." Do we wonder at the unreliability of one executive in the choice of employes?

Business needs the limited executive—limited, not from above, but from below. A few centuries ago the idea of a limited executive (monarch) in political organization seemed too many to be the beginning of the end of law and order in the world. In our time the conception of a limited executive in commercial organization appears to many utterly ridiculous from the standpoint of efficiency. In this matter, however, we need more scientific investigation and less propaganda along the lines of selfish individual achievement.

We would go a step further. Push-button dignity has not been sufficiently adjusted to the supreme end of living: human happiness. It bears an indelible stain which is the arousal of fear in subordinates. Fear is the poison of life. Fear withers the soul. Fear extinguishes the sparks of ambition. Fear dims the splendors of personality. The business man who scares his employes is an arch-criminal in the things of the spirit. The executive can test himself by the proposition: If men are afraid of you, you are a human failure.

The big issue in business is the problem of industrial relations. Business organizations, increasing constantly in size, are dominating more and more the lives of thousands of men and women. The most serious part of one's life is spent at work. If a man's work is disagreeable his life is practically ruined. It were better for him to go down into the tongueless silence of the dreamless dust than to bleed his heart in the mechanism of an impersonal industrial organization.

Little hope for the solution of labor problems may be placed in the so-called industrial relations or personnel departments which are being established in a large number of concerns. These departments are generally headed by a theoretical student of labor conditions whose chief ambition is to draw a large salary and make a large place in the business world for himself. At best a personnel department can be nothing more than the instrument of the general manager. In other words, it can be expected to be little more than an incidental factor in industrial relations. Progress in employment conditions lies in another direction.

The average business man needs to revise his standard of values. What would happen to business if it were to operate on the principle that personality is worth more than efficiency, that men are of more importance than machines? As a matter of fact personality is worth more than efficiency and it is tragic to see a man degenerate into a machine. What does it profit a man if he gain a big salary and lose his own personality? Is not life more than food and the body more than clothing? We are living to be happy and happiness presupposes the identity and dignity of each person. Each individual possesses intrinsic value and in the struggle for happiness there is no great and no small.

But this suggestion for the betterment of industrial relations will not appear axiomatic to the average business man. In fact, it may seem as false to him as an error in mathematical calculation. Nevertheless it is not a new radical theory. It is a principle of life and possesses the validity of natural law. Self-determination is prerequisite to co-operation and co-operation is the secret of industrial harmony. Mutual aid is just as vital a factor in the evolution of the race as the struggle for existence and the evolution of industrial life which takes place in the future must take the old rule into account.

"For this is the law of the jungle
As old and as true as the sky,
And the wolf that shall keep it shall prosper,
But the wolf that shall break it, shall die."


# GOOD BOOKS BETTER SCHOOLS

The following titles have been recommended by the California State Board of Education. They are listed in the July, 1923, List of High School Textbooks.

SECONDARY SCHOOLS

**New Rational Typewriting:** Rupert P. SoRelle.
Deservedly the most popular typing text published.

**Secretarial Studies:** John R. Gregg and Rupert P. SoRelle.

**Secretarial Dictation**

**Secretarial Studies Laboratory Materials**
The one way to make your secretarial course a reality.

**Vocabulary Studies for Stenographers:** E. N. Miner.

**Business Letter Writing:** Alexander Candee.
A book of good ideas, helpful suggestions and fine English.

**The Science and Art of Selling:** J. S. Knox.
New edition. All classes enjoy this book. It is inspirational and practical.

**Personal Efficiency:** J. S. Knox.
A valuable contribution to specific training for better service, and for leadership in business and citizenship.

JUNIOR HIGH SCHOOLS

**Problems in Office Practice and Business Style:** Harold Strumpf.
A drill book of questions and answers, covering the entire subject of general office practice and business procedure.

JUNIOR COLLEGE

**Mathematics for the Accountant:** Eugene R. Vinal.
This book deals with your every day problems and reduces difficult topics to the basis of plain arithmetic and common sense.

**Accounting Principles and Practice, Vol. 1:** G E. Bennett.
An ideal first year text presenting a clear exposition of accounting.

**Accounting Principles and Practice, Vol 2:** G. E. Bennett.
This book continues the work of Volume 1. The Bennett Accounting books are authoritative.

Pacific Coast and Orient Office

**THE GREGG PUBLISHING COMPANY**
PHELAN BUILDING, SAN FRANCISCO

And at New York Boston Chicago London

# BOOK REVIEWS

**Food Planning and Preparation,** by Mabel T. Wellman: This book includes a course in homemaking, housekeeping, cooking, and an approach to the home and its various problems is interestingly made from every angle possible. The volume contains the following index: Breakfast Is Ready; Do You Carry A Lunch? How We Help Ourselves Grow; Luncheons and Left-Overs; What Shall We Have for Dinner? Is Bread the Staff of Life?; May We Eat Sweets?; Should We Buy Pounds or Calories?; Keeping the Baby Well; When Someone is Ill; The Pleasure of Your Company; A Real Picnic; Getting Ready for Winter; Stoves and Kitchens; Recipe Book for Home and School. The illustrations are suggestive. Not only will students enjoy the volume but every homemaker will find a wealth of material which will aid her daily, if she is looking for economical and practical hints. The Home Economics teacher will find the problem of adjusting the girls to their immediate home conditions, is satisfied. (J. B. Lippincott, Philadelphia.)

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**Chemistry Applied to Home and Community,** by Pauline G. Beery: "The purpose of this work is to point out to the college woman the relation between the science of chemistry and the problems of her everyday life." The chemistry of fuels, preventing and extinguishing fires, water, waste disposal, cleaning and polishing agents, stain removal, textiles, dyes, cellulose, paints and varnishes, silicate industries, toilet preparations, foods and drugs are included and dealt with in detail. The book has a wide variety of charts, pictures, experiments, questions, suggestions for posters and a bibliography is included. The author has succeeded in making a book that will be useful both in and out of the class room. For the woman who wants to know what she is getting when she makes a purchase, the material will supply her need. (J. B. Lippincott Company, Philadelphia.)

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## MUZZEY'S HISTORY VINDICATED IN SEATTLE

Seattle, June 1, 1923.

To the Board of Directors,
Seattle School District No. 1.

**Regarding the American History Textbook by Muzzey**

The textbook commission has considered the criticisms which have been sent to the school board of Seattle School District No. 1 in regard to an American History by Dr. Muzzey.

This text is a history which is used in the high schools, and presupposes a knowledge of American history gained by reason of the use of other texts in the grade school work, all of which texts tell much of that which is complained of as having been omitted in the high school text by Dr. Muzzey.

Many of the things which are criticised in Muzzey's history by communications transmitted to the textbook commission through the board and otherwise, have been changed by reason of the 1925 revision.

The textbook commission has examined other texts and has read reports of committees and has submitted the matter of the controversy to the heads of the history departments in our various high schools and through them to the teachers of American history.

The textbook commission has given and will continue to give due consideration to each criticism offered. The commission is unable to find thus far a text for high school use, coupled with the scope of work covered along particular lines in the elementary schools, which is as free from objection on the points criticised and possesses as much teaching value as does Muzzey's 1923 Revised Edition.

Respectfully submitted,

THOMAS R. COLE,
E. SHORROCK,
CARL. E. CROSON,
LUANDA FOOTE,
E. E. HANSELMAN.

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Alice Park of Palo Alto will send upon request free literature to teachers and school officials on Humane Education. The state law requires humane education; teachers should do their part.

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**Problem Arithmetic,** by Harry Brooks: Here is a book for which the author claims, "the text itself is the teacher". The book covers work, not by grades but by lessons, so differences in elementary school courses are allowed for. Work presented includes grades four to eight inclusive. "The author has evolved a new plan for teaching arithmetic according to the principles of the inductive method; that is, the pupil is led into performing the fundamental arithmetical operations, Addition, Subtraction, Multiplication and Division. When the pupil has in this way gained the power to handle numbers in each of these operations, the introduction of such terms as Minuend, Product and Quotient follows for the purpose of reinforcing and stabilizing that power. The next step is the application of these basic operations to the various arithmetical principles such as Fractions and Percentage. Then, and only then, are evolved by the pupil the formulae for the arithmetical principles. The formulae thus obtained are not mere rote rules, but a convenient expression of the pupil's own thorough comprehension of the principle." The book contains 325 pages of work and carries "Answers to Review Problems." (Little, Brown & Company, Boston.)

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## AFRAID OF GOOD ENGLISH

The San Francisco Journal of date of May 14 has an editorial on good English which every school teacher should read. To write and speak the English language correctly is a fine accomplishment. Teachers should not permit a defective oral expression any more than a written one. Drill your children in speaking correctly. The editorial is an excellent one and should be read in the schools.

## THE PRINCIPAL AND HIS SCHOOL

The above is the striking title of a new book by Dr. Edward P. Cubberley of Stanford University. It is the most recent book in that valuable series of "Riverside Text Books in Education." It is devoted to the organization, administration and supervision of instruction in an elementary school. This book is the result of a course offered at Stanford University. Dr. Cubberley, the author of the book, has gradually advanced in his chosen field of the study of administrative problems until today he has a national reputation greater than any other man in the field, and his books will mark an epoch in school administration that will leave an influence far beyond his generation. His work has been a distinct achievement, and while the Western Journal of Education has not always been in accord with his point of view, it has always been appreciative of his great achievements.

In "The Principal and His School," however, the fundamental theory developed, is not leadership by act of legislation, but by qualities of leadership based on personality, knowledge and experience. It is by far the greatest book Dr. Cubberley has produced, and the subject has never been so well covered by any other author. The principals of the San Francisco School Department have already adopted it as a text in professional achievement. It is published by Houghton, Mifflin Company; A. K. Allen, representative, 612 Howard street, San Francisco, California.

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The Supreme Court decision on the budget was not only against the Governor and his interpretation of the law, but established the fact that Amendment 16 is not affected by the budget amendments to the Constitution and the elementary public schools, due to the leadership of Will C. Wood, Mark Keppel and others, cannot be enjoined by corporate tax dodgers.

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## AMERICAN HISTORY REWRITTEN

Every so often history has to be rewritten, first, obviously, to bring the material up to date; second, to present the old familiar material in a form that will be the most useful to the mood and the needs of the hour. Both these purposes have been splendidly served in the new school history of America by W. J. Long (Ginn & Company). The new chapters on the World War and its consequences in American life are skilfully incorporated into the story, but in spite of the constant accretions of history, this volume gives the impression of simplification and brevity, so well has the essential material been chosen. No pupil need come to the end of the book feeling he had never seen the forest for the trees, America, her springs of being, her destiny, rises clear and definite out of the well organized details.

The style, while simple, carries in many parts an almost epic suggestion. It is the language of a great lover, celebrating the splendid achievements of the nation he loves.

Stress is plainly laid upon those incidents of our past which suggest the problems which confront us today, conveying by suggestion confidence in our ability to steer our way wisely in the future as we have in the past. Not that the present issues are falsely minimized. On the contrary,

the career of imperialism to which we seem to be committed in the Pacific and the Caribbean, with all its perils, is faithfully depicted, and in connection with it, our problems of naval and military preparedness. On almost every page the reader will find himself looking at our past with eyes open to the crowding issues of today.

America's place in the great stream of European history is from the first skilfully suggested without giving undue space to general European history. While the book with its ardent note of devoted Americanism will give scant comfort to the advocates of the international spirit and universal pacifism, still it marks one forward step toward better international understanding, namely, a frank and generous attitude toward England and her relations with us from colonial days down through the Great War.

The teacher will find the book satisfactory on the technical side—illustrations, maps, outlines, etc. The pupil will surely come to the end of it a more thoughtful and loyal young citizen for his study of its pages. Irmagarde Richards.

## A NOTABLE WEDDING

Ruth Thompson, assistant editor of The Western Journal of Education and the author of the successful books, "Comrades of the Desert", "Type Stories of the World for Little Folk", and "Our Neighbors Near and Far", and at present at work on a series of modern school readers with Superintendent Harry Bruce Wilson of Berkeley for the Harr Wagner Publishing Company, surprised her many friends on September 13 by her marriage to Alfred Perassolo, a commission merchant of San Francisco. Miss Thompson was married on the day she returned from a trip in Alaska with Geraldine Sartain of the San Francisco Chronicle, where both writers went in search of material for their work.

The bride is the daughter of the Rev. and Mrs. Harry Thompson of the Church of the Angels, Los Angeles. Mr. Perassolo is the son of Dr. and Mrs. Giovanni Perassolo of Northern Italy. Dr. Perassolo is a Corsican descended from the family of Napoleon Bonaparte. Alfred Perassolo has been in California a number of years, is a world traveler and speaks four languages fluently. He is a splendid type of citizen and did his part for his adopted country during the World War.

The educational people in California who know Ruth Thompson personally will be pleased to learn that her marriage will not interfere with her contributions to The Western Journal of Education and her preparation of books for the schools.


# Announcing
# A Limerick Contest on BANK STOCK

To give rhyme as well as reason to the popular line of BANK STOCK SCHOOL STATIONERY we are inviting every teacher, principal, supervisor and board member to send us a limerick based on some phase of this stationery. Each must be submitted on a sheet of BANK STOCK paper supplied. The 25 best limericks will be printed in a little book.

The contest closes December 15. To enter, and for further information fill out and mail coupon below.

**KNIGHT - COUNIHAN CO.**
Successors to
MYSELL-ROLLINS BANK NOTE CO.
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**You can do better than this:**
When Tommy first started to school
His teachers said, "Make it a rule
At the store on this block
To purchase Bank Stock,
For a good workman needs a good tool."

1st prize ..... $50
2nd prize ..... $25
3rd prize ..... $15
And $1 for every other limerick published

*Judges will be three prominent educators*

Limerick Contest Editor,
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Gentlemen:
Please enter my name and send me further information about your BANK STOCK Limerick Contest.

Name .....
Address .....
School .....


## INTERESTING FEATURE STORY FOR THE OCTOBER ISSUE

**SCHOOLS AND TEACHERS IN THE FAR NORTH** is the title of a series of articles by Ruth Thompson, which will begin in the October issue of this magazine. Miss Thompson has recently returned from Alaska. Some of the things she will tell concern her interview with L. D. Henderson, Commissioner of Education, and his work; past history of Alaska schools; present conditions; types of schools; types of children; necessary qualifications for teacher in Alaska; how and to whom to apply for a position; living conditions for the teacher; teachers' salaries; percentage of men and women teachers; number of Alaska teachers marry; Alaska's educational outlook.

## M. E. ROGERS

The Half Moon Bay Grammar School has secured as principal for this coming year Mr. M. E. Rogers, who has been doing most successful work at Pescadero. Mr. Rogers comes from the smaller school full of enthusiasm, and he is very ambitious for Half Moon Bay. If the trustees are able to give him the necessary support, the grammar school should make splendid progress this year.

It is hoped that in the near future steps may be taken for consolidating some of the small districts to the north and south with the Half Moon Bay Grammar School. If this can be accomplished, the coast-side will have a school which can represent the best modern advantages in elementary education.

The high school under Mr. Roney has made splendid development the past three years, and has almost tripled its enrollment. Mr. Roney has done all that is possible to instill interest in the work and activities of the high school down in the elementary grades, and with the vigorous co-operation of Mr. Rogers it is expected that the children will come to the eighth grade full of enthusiasm to continue their course into the high school.

# EXCHANGE OF IDEAS AND DEVICES

Conducted by Sylvia Starr

Teachers are urged to contribute to this column. Any device that has been found to be practical and helpful in the school-room or in the yard, for entertainment or study, is desired. If you have a good idea PASS IT ON. Address Sylvia Starr, Idea and Device Editor, Western Journal of Education, 149 New Montgomery Street, San Francisco, California.

Exchange Editor:

I have learned that one of the quickest and most interesting ways to teach numbers is to play store. During the handwork hour the children make such things as boxes, houses, doll furniture, paper fans, pictures, etc., for sale. Shelves may be made of large kindergarten blocks or of boxes obtained from a grocery store. Price tags must be made and attached. Paper money should be made and used.

If the children are just beginning their study, articles should not be sold for more than a certain sum, say five or ten cents. The children learn that five pennies make a nickel; that ten pennies or two nickels make a dime. They learn to add and subtract with these small amounts. I have the storekeeper give the child a slip of paper upon which is written the purchases and amounts, and the child then checks the slip with his change to make certain it is correct.

These lessons may become more complex as the days pass. It is often necessary to close store until the children have learned a little more about numbers, counting by fives and tens, for instance. New number experiences may be added daily.

I hope other teachers will find this as useful as I have found it. There are so many ways it can be varied to fill different purposes. Sincerely yours, S. O. A.

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Device Editor of Western Journal of Education:

My children like to build words in their spare time. One of the ways I use this inclination helps them in their spelling lessons. After they think they know their lesson I write the words on the board irregularly. For "milk" I might write "kilm"; for "broom", "moobr". The children do not copy these letters from the board but they write the words, spelling them correctly in a line on their paper. Later we quickly run over the list. Sometimes the children borrow the little ones' letter cards and build the words on their desks.

Thanking you, I am, yours truly,
Marian Brown.

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Editor of the Western Journal of Education:

I am glad you are conducting this column. I have thought of a device which I find useful and would like to pass along. It will help to impress children in the use of capital letters, periods, abbreviations, as well as in spelling. The children each bring a telephone directory to school. They choose their own letters and then copy the names and information, correctly. The papers are exchanged by pupils and they correct from the given page.

I shall be interested if some teachers will send in some seatwork devices for your column, as I need many of them. L. A.

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Dear Editor:

May I add a word to your column? Reviews are often the bugbear of a class. Interest may be added to this trial by having the children conduct a question box. In my geography and history classes I have each child drop at least one question a week in the question box. If the child thinks of more than one, he thinks is good, he may add more. We allow a limit of five questions to each child. If the class votes the question not good or worth while, or too simple, it is criticised. Good questions are commented upon. The children draw the slips of paper from the question box, one by one. The questions are answered and discussed. This is a good thing to do each Friday in a ten-minute period. Lessons are thus constantly reviewed in a manner the children enjoy. Sarah Maybright.

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Idea and Device Editor:

When we make sand-table maps of California or of our country, we carve the Missions in soap. If there are any other buildings we wish to represent we carve them likewise. We like the appearance of these buildings better than paper structures and they are more durable.

Berkeley Teacher.

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Device Editor:

My children enjoy learning to spell by game. One of the games we play consists of the appointment of one child "official pointer". He runs to the desk and touches it. I write the word DESK on the board. The "official pointer" may point to the floor, the window, chalk, door, etc., etc. Each day brings a new lesson for us. The review, with the best speller as "official pointer" is great fun, we think.

Sincerely, Country School Teacher.

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Dear Editor:

As I have some trouble with my children regarding cleanliness, I would like to tell of one way I have discovered of arousing interest in the subject. We have noticed much improvement since trying this method.

There are six rows of seats in our school room. These rows are rivals in cleanly habits. The pupil pulling down his row's record is certainly in disgrace. I take five minutes in the morning to ask questions such as these while the children answer quickly in the affirmative by raising their hands and I record the result by row on the chart of the blackboard:

How many went to bed before nine o'clock last night? (or slept eight hours).

How many slept with their windows open?

How many brushed their teeth this morning?

How many cleaned their finger nails?

How many have clean handkerchiefs today?

How many took at least one bath last week?

There are many other questions that may be asked to vary these. They must be surprise questions, but they come from the habits I have been trying to form in the children. At the end of the week, during recess, I check up and announce when the children are in their seats again, the row that has the best record for the week.

Children may keep individual charts of their records if they wish.

I hope this will prove suggestive to some teachers. Yours truly, S. A. M.

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## LIMERICK CONTEST

Contact with teachers and other educators through a limerick contest about **Bank Stock** is the latest effort of the Knight-Counihan Co. of San Francisco, maker of that line of school stationery.

This contest is somewhat of a departure, since the call is ordinarily for letters rather than rhymes. The Knight-Counihan Co., however, is convinced that the teachers will enjoy giving serious comment to a lighter form. The limerick not only gives sufficient room for a brief discussion of some phase of **Bank Stock**, but makes entries easier and much more entertaining. Accordingly the company offers $50 for the best, $25 for the second, and $15 for the third best limericks submitted before December 15. Other limericks accepted will be paid for at the rate of $1 each. The 25 best are to be published in a little book entitled "Rhyme and Reason in Bank Stock."

Three prominent educators will serve as judges in the contest, and the results ought to prove interesting.

***Why Waste Time Correcting Problems?***

**Teachers save the work of correcting problems in arithmetic and benefit their pupils by using Jones' Self-correcting problems.** A key or check appears in the answer if it is correct. Its absence tells the pupil when he has made a mistake. The key does not foretell the answer.

The cards are 3 by 6 in., 48 in a set; grades 2 to 9; 44c post paid. Name grade in ordering. At least two sets are needed for each grade. Catalogue free. Jones' Manufacturing Co., Alhambra, Calif.

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**California Street San Francisco**

PROFESSIONAL AND TEACHERS COURSE IN THE FINE AND APPLIED ARTS

Affiliated College of the University of California

Illustrated catalogue mailed on application

LEE F. RANDOLPH, Director

## WESTERN SCHOOL NEWS

The fire at Berkeley on September 17 and 18 brought a tremendous loss to members of the faculty of the University of California. The great loss of beautiful homes, family and professional treasures, with an educational value far beyond the mere material cost, is deplorable. The sympathy of the public is universal, and especially of the people engaged in educational work, who express close kinship for Berkeley and all of the people of the university city.

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Mrs. Elizabeth Hughes, who made such a splendid record in the legislature in the interests of progressive educational legislation, is now teaching literature and history in the Durham high school, Butte county.

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## REORGANIZATION OF INDIAN AND ESKIMO SCHOOLS IN ALASKA

A reorganization of the activities of the bureau of education for the benefit of the native Indians and Eskimos in Alaska has been announced by Commissioner John T. Tigert. The outstanding features of the reorganization are:

1. Transfer of W. T. Lopp, superintendent of education of the natives of Alaska, with headquarters at Seattle to Anchorage, Alaska, where he will maintain direct supervision over the school, medical and reindeer service among the natives.
2. The appointment of Jonathan H. Wagner of Las Vegas, New Mexico, to the post of "chief of the Alaska division of education," taking over the office vacated by Lopp. He will be responsible for the purchase and disbursement of supplies of the bureau at Seattle.
3. More stress is to be placed hereafter on vocational education.
4. A plan is to be introduced for marketing the reindeer.
5. Boundaries for ranges for the large herds of reindeer are to be set. The reindeer have multiplied so rapidly since their introduction from Siberia for the natives to breed and raise for food, clothes, etc., that it is estimated there are 300,000 reindeer owned by the natives.

W. T. Lopp has been in charge of the education of the natives in Alaska since 1910. Before accepting the position of "chief of the Alaska division of education" he lived and worked among the natives. He taught them, gave them medical care and introduced many practical innovations which added to their comfort and helped them to live a more civilized life. His service among these northern people numbers thirty-three years. He was instrumental in securing the U. S. S. Boxer, a sailing vessel, to ply along the northern coast with supplies and also to serve as a school where practical training in navigation and engineering are taught.

Mr. Lopp introduced the apprenticeship system in the raising of reindeer for domestic service. The apprentices, trained by the government, are pledged as their herds increase to attach apprentices from their own people and reward them as they formerly were rewarded.

When the apprentice which the government has started in the reindeer business has between fifty and one hundred in his herd, he is pledged to take on an apprentice. When the herd has increased to 150 or 250, a second apprentice must be added. An additional hundred calls for a third, and so on. Each apprentice serves for four years. He is then given a herd of his own and repeats the process of raising reindeer and starting other apprentices.

"White Sox," a book for children which tells a charming story of the taming of the caribou, was written by Mr. Lopp and will soon be published.

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Mrs. Bernard P. Pollard has been appointed assistant county superintendent of schools in Yreka, Siskiyou county. She succeeds Mrs. Maude F. Lichens, who recently resigned. Mr. J. W. Miller is county superintendent of schools in the northern county.

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## NEW BOOKS

Purdon's Vocabulary of Better Words Constantly Needed, by Mrs. Harrison Purdon; 297 pages, 6x9; cloth and gold lettering; price $4.00.

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Fairbanks' New Geography of California, United States and the World; 200 pages, 75 illustrations; size of page 6x9; price $1.25. Geography from the viewpoint of the California child.

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Karoc Indian Stories, by Sarah Emilia Olden; 200 pages 5x7; price $1.50.

An interesting account of the Karoc Indians of Northern California, with a vocabulary of Indian words. A valuable contribution to the literature of the Indians of Northern California.

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### In Preparation

"In the Southland and Other Poems," by Lenore C. Schultze; price $1.00. An attractive book of worth-while poetry; 50 pagesi 5½x7½; attractive jacket.

"Faulty Paragraphs for Composition Classes," by Lawrence Lockley and Phyllis Harrison Lockley, Department of English, University of California, Southern Branch. A textbook for English classes in secondary schools.

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# COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

Teachers going into a new county to teach often say questioningly, "I wonder if there is a county library in that county. I don't know what I could do without its help." In the main there is surely a county library, for out of the fifty-eight counties in the state there are forty-two established county libraries doing effective work. At this time of the year, when annual reports of these institutions all over the state have just been submitted to the boards of supervisors and to the State Library, it seems timely to quote from some of them, in order to give educators some idea as to what is being done by all of them from Siskiyou to San Diego.

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All the schools of Lassen County are affiliated with the County Free Library. That institution is serving the people of the county through eighty-five distributing points. The library has 24,106 books and 5,898 items of other material. The circulation of books was 53,364 for the year, and the total circulation was 84,473. The sum expended for this service was $30,004. The librarian, Miss Lenala Martin, has just been on an interesting trip into Modoc, Siskiyou and Shasta counties. Northern California has a charm and a picturesque beauty which if known would bring the world to its doors.

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Miss Alice G. Whitbeck, librarian of the Contra Costa County Free Library, has just sent out a winsome little brochure containing her annual report. On the cover is drawn a tiny candle showing a circulation in the infancy of the library, 1913-1914, of 21,942, and a service to schools of 1,538 volumes. A large candle shows that the circulation in 1922-1923 was 152,859, and a service to schools of 15,036, a splendid growth in ten years. The report shows a fine spirit of cooperation between the library and the county nurse, the county farm home demonstrator, the music supervisor, the director of citizenship work, and the various clubs of the county. The director of citizenship work writes to the librarian: "You have helped us with the teaching of these hard-working men and women representing thirty nationalities, with supplementary reading carefully to increase their vocabularies and to widen their interest in citizenship. We thank you heartily."

Carefully compiled statistical reports as to books, periodicals and other material sent to schools and branches, and the extent of their use while there show that the people of Contra Costa County are receiving the best of library service at small cost, for all expenditures for the year amounted to $43,060.5. We have heard it said that the schools in Contra Costa County get everything they ask for. The reports submitted indicate that this statement is true. "How far that little candle throws his beams."

The annual report of Miss Cornelia Provines, librarian of the Sacramento County Free Library, shows the rapid development of that young library. The Sacramento County Free Library closed its third year of service with a most satisfactory record, showing a vigorous growth in every line.

In August of 1922 the library was moved from the third floor of the county courthouse to the basement of the same, where it now occupies five rooms, and is rapidly expanding.

During the year three new branches were established. Of these one was opened at the Riverside brickyard for the use of the families and of the men employed there.

One hundred and eleven visits to schools and branches were made during the year by the county librarian or her assistant, and eighteen public addresses were given by the county librarian before various clubs and organizations.

On November 15th, 1922, a cataloguer was added to the staff of the County Library, and between that time and June 20, 1923, 4,510 books were catalogued, and 12,338 cards added to the catalog and other records.

The branch in the Folsom State Prison is well patronized, being used almost constantly by some 500 of the 1100 inmates. We have had a good deal of correspondence with two of the men, both of whom are doing special studying, one for a business course and the other for a course in dramatic writing.

Statistical items from this report were published in the August issue of this paper.

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The annual report of Miss Blanche Chalfant, librarian of Butte County Free Library, shows the extent of the service given.

"The circulation for the past year was 66,094 books at the community branches, 50,684 at schools and other material, pictures, records, etc., 3968, making a total of 120,746, a gain of 6859 over the preceding year. Figures are important, as they are the only tangible evidence showing the use of the library, but they cannot show the value of the material that has been circulated. That the library is not a storehouse of books to furnish amusement only, is evidenced by the mention of only a few subjects sent out, such as banking and accountancy, brick making, cement work, trapping and tanning skins, engineers' handbooks, mineral deposits, oil geology, radio, modern gas works, national parks, auto roads, mining laws, house plans, interior decoration and others too many to enumerate, as well as questions of pure literary and cultural value."

One field of work that is being developed as rapidly as funds will permit is the appreciation of music through the systematic use of phonograph records in the schools. About thirty schools have phonographs and 992 records were sent out to them last year.

One outstanding feature of the year's work was the issuing of reading diplomas to the school children who fulfilled certain requirements as issued by the County Library. This plan is to encourage the children to cultivate a taste for systematic reading. Over 700 of these diplomas have been issued.

Books to the number of 6219 were read during the year, 485 were burned in a fire at Honcut, 234 discarded, making a net increase of 5,500, a total of 45,192 books now owned by the County Library. About one-half of this number, however, are school books.

Some estimate of the work handled at the headquarters of the library may be gained by the amount of material sent out. A total of 24,896 books, records, maps and pictures were shipped to the branches and 17,069 returned, making a total of 41,965 items that were packed and unpacked during the year.

Special requests to the number of 1,939 books were sent to the community branches, 482 borrowed from other libraries, 475 of which came from the State Library and 85 pictures also came from that library for use in clubs at Oroville, Chico and Wyandotte.

At the present time there are ninety-two distributing points, thirty-seven community branches, and fifty-five schools that are being served through the County Library.

---

Miss Edna Hewitt, librarian of Sutter County Free Library, sends the following interesting story:

### Results of Making a Branch Library Attractive

Sutter, third largest community in Sutter County, has been able to boast of a branch of the County Library for some time—but that is all that the community could boast of in connection with the library. It had the books and that was all, and they were not read except in a very few instances.

The library was housed in a small room in the school house that had formerly been used for a supply room. There was just room enough for a desk, chair, waste paper basket and, of course, the book shelves. If there were more than two people in the room at one time it had the appearance of being crowded. As far as a reading table was concerned, it could not be thought of.

Feeling for some time that the Sutter branch was declining rather than progressing, the librarian, almost despairing, appealed to the Woman's Club to help procure a room large enough so that a reading room could be maintained. The women were very enthusiastic and promised their cooperation.

A large hall was finally considered in an old brick building that had been idle for years. When the librarian was asked to meet with them to see if she thought it were possible to use it, she thought "Horrors upon horrors!" though she did not say it. The window panes were out; the floor rotted through, screens torn, plaster off the walls in large patches, a dirty old chandelier, and all manner of trash. The only good feature was the location, which was just opposite the postoffice, where everybody came at least once a day. Being in straits for a place to move, it was decided to partition the hall and try to make a room that would be comfortable and give space for growth.

The walls were tinted a soft tan, the wood work painted ivory, a cheap table, six chairs and a desk were purchased and they too were given an ivory tint; a rug was placed on the floor, new shades were hung at the windows, and a very attractive light fixture was installed. Altogether it is a very pleasing room, and the women are delighted; in fact, all of Sutter is proud.

To show what interest has been taken since, we have had over thirty new borrowers, while oftentimes six or eight were as many as we had in three months before the move was made. Fifteen shipments were made to this library during August, filling special requests, while a short time ago special requests were almost unheard of.

We feel that with this gain during harvest season, which is a very busy time in this vicinity, Sutter branch will later be a really live one, as it should be. All of this new activity is due to new and commodious quarters.

---

The city library system of Bakersfield was consolidated with the Kern County Free Library on September 4th, by action of the city council and acceptance by the supervisors. There are three libraries in the city, all maintained in separate buildings. The original building was Beale Memorial Library, erected and presented to the city by Truxtun Beale in memory of his father and mother. This building was outgrown as a main library some years ago, but has been retained as a children's library, while the adult collection has been located in the city hall. East Bakersfield has its own attractive building on the principal street and convenient to both the business and residence districts. The combined number of books in the city libraries is somewhat less than 40,000 with 8,000 pamphlets. The consolidated libraries will have 165,000 bound volumes, 15,000 pamphlets and 20,000 items of other material.

The city retains possession of its buildings and will keep them in repair. Beale Memorial will be maintained as a library either for children or adults as may seem best in the future, but the City Hall Library and the Kern County Free Library will be actually consolidated when a new county library building is erected, which it is hoped will be in the near future. The County Library, which occupies half the floor space of the ground floor, is crowded in every nook and corner even with half its stock at work throughout the county at all times. Books will be sent in large numbers to each of the city branches and every effort will be made to enhance the service to the residents of the city without neglecting the work of the county. The residents of the city of Bakersfield have not been taxed previosly for county library service and have not had the privilege of using that institution. The tax rate of the city will be the same as that levied upon the county, which is six-tenths of a mill, and will be very much less than the separate tax paid for the maintenance of the city library. Increased efficiency cannot but be the result of the consolidation.

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L. P. Faris, president of the C. T. A., Northern Section, is arranging a great program for the meeting at Sacramento on October 22 to 25.

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## OAKDALE EDUCATOR WINS STATE FAIR PRIZE

Oakdale, Sept. 6.—Professor J. J. Berry, principal of the Oakdale Union School, who in his spare time raises turkeys again captured all the prizes at the State Fair yesterday. His Bourbon Reds were awarded all the first prizes in their class, and also won second and fourth sweepstakes for turkeys of all classes. Berry received firsts on old tom, young tom, old hen and young hen, $79 in cash prizes in all.

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## THE SCHOOL SYSTEM OF SEATTLE

By Ruth Thompson

Having completed a building program of $4,500,000 and now beginning another one of $750,000; having disposed of an average enrollment increase of 34,867.5 to 35,336.5 elementary pupils and 9,876.5 to 10,279.9 high school students and an equal increase in average in other schools, evening, vacation and part-time, and having restored one step in teachers' salaries which were cut in the economy program of 1922, the Seattle city school system is going forward in rapid strides, according to Thomas R. Cole, superintendent of schools in the northern city.

The Seattle public school system consists of 8 high schools, 80 elementary and special schools and 2 parental schools, one boys' and one girls'. The teaching force, including superintendents, supervisors, principals and teachers, numbers 1524.

Special provision is made for evening school classes; part-time, vacation, opportunity, deaf, sight-saving and sub-normal classes.

The high school enrollment is extraordinary, the superintendent declared recently, "Our students must go to school part time until they are eighteen years of age," he said. "This is one reason for our excellent attendance. The other reason is the fine attitude the public has toward continuing the children in school."

The high schools are cosmopolitan in character. Seven courses of study are offered for the pupil's election, with a definite number of required subjects specified for each course. The courses are as follows: academic, general, commercial, industrial arts, home economics, arts and crafts and music course.

### Elementary Schools

The elementary schools are of three types: (1) the regular academic schools where no manual training or home economics work is offered; (2) the industrial centers, where pupils give at least one hour a day to manual training and home economics work during the seventh and eighth grades (3) semi-departmental schools, where such subjects as music, drawing and penmanship are taught by special teachers. The departmental schools also offer manual training and home economics work.

A study is being made this year to determine the relative efficiency of each of the three types of schools. It is expected that after such a study the future building program will be modified to meet the type of school work selected.

### Different Type Schools

Superintendent Cole has his schools carefully arranged according to known needs. He sums these schools up as follows:

"**Parental Schools**—Pupils are committed to the boys' and girls' parental schools for delinquency, habitual truancy or other violation of school regulations or laws of the state as the Juvenile Court may determine. Five teachers are assigned to the Boys' Parental School and two to the Girls' Parental School. These schools are maintained by funds from the district, county and state, and contributions by the parents.

"**Evening Schools**—The evening schools are conducted by students of school age who are unable to attend regular day schools, and men and women who wish to continue their education or have been denied the opportunity of attending school. Special classes are provided in academic subjects, vocational subjects and for foreigners. All those attending, over 21 years of age, are charged an enrollment fee, which, added to the revenue received from the county and state, makes the evening school self-supporting.

"**Part-time School**—The part-time school is provided for boys and girls under 19 years of age who are at work or otherwise out of full-time school and have not completed their high school education. These boys and girls are required by law to attend school four hours per week, and are given instruction in regular academic subjects, and along lines of the vocation which they are following.

"**Vacation Schools** — Summer vacation schools are provided for the fifth, sixth, seventh and eighth grade pupils in elementary schools, and for high school students. These schools open the week following the close of the regular schools in June. The elementary schools are in session for six weeks, and the high schools for eight weeks. Students are permitted to attend these schools for the purpose of making up these deficiencies and gaining advanced standing. Many of the elementary school pupils gain a half year's promotion by attending vacation school. High school students are limited to one-half the work offered in a regular semester. The pupils pay tuition to attend these schools, which makes the vacation schools entirely self-supporting.

"**Opportunity Classes** — The opportunity classes are provided for students in the elementary schools who are over-age and are adapted to the regular course of work offered. One-half of their time is given to academic subjects and one-half to vocational instruction. Pupils in the opportunity classes attend school regularly each day.

"**Classes for the Deaf**—Six classes are provided for pupils who are totally or partially deaf. These students are able to complete the regular elementary course of study and many continue through the high school.

"**Sight-Saving Classes** — One class is maintained for pupils who are totally or partially blind, and two classes for pupils whose sight is impaired to the extent that they are unable to do the work in regular class rooms. Many pupils in the sight-saving classes are able to complete the regular school course of work.

"**Classes for Subnormals**—Rooms are provided in many of the elementary schools throughout the city for pupils who do not fit into regular school classes and need to have individual attention. In many instances pupils make rapid progress in the special classes, and soon are able to return to the regular work. The special school not only helps individual pupils, but also relieves the regular classes of many students who would take much more than their share of the teachers' time. The state makes financial provision to help defray the extra expenses of the special classes."

### Scholarship in Seattle Schools

Though there has been an increase in the number of pupils assigned to each teacher during the past year, an earnest effort is being made to encourage better scholarship. The Board of School Directors has established a regulation requiring students to maintain a reasonable standard of scholarship. The rule reads:

"A student who does not pass in at least three subjects in addition to the required work in gymnasium, during any semester in school will be placed on probation at the beginning of the following semester, notice to the parent or guardian being given simultaneously. Failure to maintain a passing grade in three subjects during the probation semester shall cause him to be dropped from the regular high school at any regular report time during the semester, or at the close of the semester, provided the parent or guardian has been duly warned. The time of dropping a student, whether it be at any regular report time or at the end of the semester, shall be left optional with the principal.

"A student dropped from school on account of poor work will not be reinstated before one semester has elapsed after the close of the semester in which he was dropped.

"Exceptions may be made to the rule in case of illness or of part-time attendance."

### The Research Department

For the purpose of making a careful study of the school system, a research department has been established. The work is to begin this year and Dr. Fred C. Ayer of the University of Washington has been obtained for part-time service to conduct the work.

The topics that will be given attention first in the study are:

A. Curriculum.

1. Time distribution. The number of hours given to various subjects as compared to other school systems.
2. Scope. The number and variety of subjects. Extent of electives.
3. Adaptability. How suited to the needs of children and to the needs of Seattle.
4. Organization. Size of classes, 8-4 plan,

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3. Results of achievement tests.
4. Directed teaching and supervised study.
5. Supervising activities. Scope and organization.
6. Estimating the worth of teachers.
7. Estimating the worth of supervision.

C. Progress of Pupils.
1. General status of Seattle system.
2. Census, attendance, promotion, failures, eliminations.
3. Marking systems and intelligence tests. Relative value of tests and measurements to teachers' rating of pupils.
4. Advisory system.
5. Records.

### Teachers' Salaries and Educational Meetings

During the year 1922 when the economy program went into effect elementary and high school instructors' salaries were cut. The first step in removing this cut has just been taken. In a $150 year cut, $60 has been restored. The elementary school teacher's salary ranges from $1530 to $2010. The high school salaries range from $1830 to $2310. Raising teachers' salaries is according to an automatic schedule.

Seattle teachers have the benefit of educational meetings held in the evening, besides the institute which is conducted for a day at a time at intervals during the school year. The first institute meeting was held Saturday, September 1. School opened September 4.

Some of the educational meetings that are being held this school year are: Principals' monthly evening meetings with the topic "Educational Research" for October; high school teachers—special courses in educational measurements; elementary school teachers, special group meetings for the study of the curriculum.

Special sectional meetings for the purpose of discussing educational topics will be held by the High School Men's Club, School Women's League, Primary Council, Kindergarten Club and groups of principals. A lecture course will be offered to teachers by the High School Teachers' League and the Grade Teachers' Club.

Mr. Cole has been superintendent of the Seattle schools for the past two years. He is carrying out a continuous program of modern educational development which will make Seattle schools rank in the foreground in the West.

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## THE PASSING OF MARGARET G. HYATT

Margaret G. Hyatt, the wife of the late Edward Hyatt, formerly Superintendent of Public Instruction, died at Riverside Thursday, September 20, 1923, from a stroke of apoplexy. Mrs. Hyatt was a notable character, as wife, mother, teacher and Deputy Superintendent of Public Instruction. She was a positive character and her educational career left a deep impress upon the State of California. Her home life was unique and interesting and her home was always open to friend or stranger.

## A NEW DEPARTURE ON THE SUBJECT OF APPRECIATION OF MUSIC

"Lyrics in Poetry, Painting and Music" is the title of an illustrated lecture being given by Miss Emily Jo Roberson, in which she presents the unity of background underlying these arts. Slides of paintings, reading of poetry and selections on the piano by Miss Roberson form the basis of a program which is interesting clubs and educational circles. Ebel Club of Oakland has sent their announcement of this feature, to be given on October 9. To provide more persons with the principles of aesthetic appreciation independently of technical understanding is the motive of Miss Roberson's endeavor in this line of artistic work. County superintendents, boards of education and clubs will find her work especially valuable.

Communications may be addressed to Miss Emily Jo Roberson, 1136 Sutter street, Northbrae, Berkeley.

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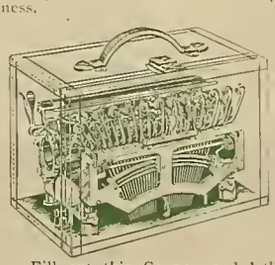

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THE
# WESTERN JOURNAL of EDUCATION

OCTOBER, 1923

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## THE LANDING OF THE PILGRIMS

The breaking waves dashed high,
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed.

And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear;—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free!

The ocean eagle soared
From his nest by the white wave's foam;
And the rocking pines of the forest roared
This was their welcome home!

There were men with hoary hair
Amidst that pilgrim band;
Why had they come to wither there,
Away from their childhood's land?

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow serenely high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought a faith's pure shrine!

Aye, call it holy ground,
The soil where first they trod,
They have left unstained what there they found—
Freedom to worship God.

—Felicia Hemans.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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## IF CHILDREN ASK FOR BOOKS, SHOULD WE GIVE THEM A BUILDING?

Los Angeles boasts of a new program for school buildings of seventeen million; San Francisco of twelve million; Oakland, Sacramento, Berkeley, Fresno and San Diego have large building programs. We do not hear any of our educational leaders and prominent citizens insisting on good books for children to read. The building inspector gets $3000 a year; the school librarian in San Francisco $75 per month. Seventy-five per cent of the county free libraries are either in basements of courthouses, temporary shacks or make-shift buildings. The librarians and the children are not given a square deal when it comes to books and quarters. Free textbooks solves the problem of expense to the parents, but the community must provide more books, better quarters and assistance so that the service may be increased.

There should also be an urgent and an active campaign to have children own books. A home without a library leads the young generation to prefer an apartment and the movies. The modern home, including a library of good books, is the world's best bet for future stability. Well trained teachers, public libraries and the ownership of books are of more importance than modern buildings. Communities when given the opportunity always vote for more money for books. Boards of education, supervisors and library trustees should ask for the maximum funds allowed by law. If a man ask for bread, shall he be given a stone? If children ask for books, shall they be given a building?

# Source Material for Armistice Day Program in the Schools

By Ruth Thompson

### SOME FACTS OF THE WORLD WAR

Time: July 28, 1914-November 11, 1918.

**Place:** The principal battles of the World War were fought in France, Germany, Belgium, the Dardanelles, but the battle line extended practically across Europe and part of Asia. Many battles were fought on the sea.

**Causes of World War.**—The underlying cause of the World War was the ambition of the German kaiser and his advisers to be the most powerful nation in the world and to increase this power and make it felt in every nation.

Causes leading up to the World War were far-reaching. Austria-Hungary was selfish. She wished to dominate the Balkan Peninsula and she would not give Serbia an outlet to the sea. A seacoast always adds materially to the wealth or power of a nation whether great or small. In the war of 1912-1913 between the Balkan allies and Turkey, Serbia had gained some power. Austria wished to crush this gain.

Germany was growing more arrogant and dictatorial with each passing year. She was jealous of Great Britain's trade and commerce and of her power by sea. As Great Britain has so many possessions (it is said the sun never sets on her possessions), it is natural that being an island she should be a power on the water. The Germans increased their army and navy. Germany demanded military training of her men and in other ways was making herself secure and storing up reserves.

Germany had interfered with French occupation of Morocco and France could not forget how Germany had robbed her of Alsace-Lorraine after the Franco-Prussian war in 1870-1871.

The torch which set the world on fire and caused the gigantic struggle, throwing the civilized world in an agony of trouble and grief, was the murder of Francis Ferdinand, the heir to the throne of Austria-Hungary, on June 28, 1914. A young Slav who lived with many of his people in Austria, and who longed in unison with others of his kind, to throw off Austria's yoke, committed the murder. The Austrian government took immediate steps toward Serbia and accused the government of being involved in the crime. She made demands upon Serbia which the little country found too humiliating to concede. Some of the concessions involved her honor as a nation. Serbia yielded all she could and demanded that the question of two more demands be referred to the Hague Tribunal. Austria declared war on Serbia July 28, 1914. Russia flew to the assistance of Serbia, Germany interfered with England's attempt to make peace, and joined Austria-Hungary. France sided with Russia and Serbia.

Belgium was regarded as a neutral country and it had been agreed by several of the powers that she should never be the scene of war. In spite of this agreement the Germans marched into Belgium in order to strike France from behind, though the Belgians had refused to allow the Germans the right of way. The Germans wreaked vengeance upon the Belgians and destroyed all they could while using the country as a means to get to France. Great Britain, who was involved with the treaty making Belgian neutral country, and whose interests were closely involved in the war, declared war against the Central Powers, and joined the Allies. Japan entered three weeks later in order to fulfill treaty obligations with Great Britain.

During this period Germany was showing hostility to the United States. She interfered with the rights of neutral vessels on the sea. She sunk the Lusitania off the Irish coast on May 7, 1915, with the cost of one thousand lives, over one hundred of them being Americans. America was on the verge of declaring war. Germany then made false promises that she would change her policy on the sea. She did not keep her promises, but continued to sink ships.

German agents in the United States were at work. They incited strikes; blew up factories and did other serious damage. Finally Germany tried to incite Japan and Mexico against the United States. She promised Mexico that she would aid her in getting her former possessions of New Mexico, Texas and Arizona.

The indignation of the United States knew no bounds. It was WAR!

President Wilson called a special session of Congress. The recommendation of war was enthusiastically received by Congress and the American people.

It was not a war for gain. To the Americans it was a fight for the principles of democracy. It was the fight of the people to uphold their ideals.

**President Wilson said in his address before Congress: "We will not choose the path of submission and**

* A song for children, "Armistice Day," by Leila France, may be purchased from Elite Music Company, Mrs. L. F. McDermott, 70 Santa Monica street, San Francisco, Calif.

**suffer the most sacred rights of our nation and our people to be ignored or violated. We are glad now that we see the facts with no veil of pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its people, the German people included, for the rights of nations, great and small, and the privilege of men everywhere to choose their way of life and obedience. THE WORLD MUST BE MADE SAFE FOR DEMOCRACY.**

**"It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those to submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace to all nations and make the world itself at last free."**

## COUNTRIES INVOLVED IN THE WORLD WAR

Twenty-four nations of the world were lined up against the Central Powers in the World War. The Allies of the war were:

| | |
|---|---|
| Serbia | United States |
| Belgium | Brazil |
| Russia | Cuba |
| France | Panama |
| Great Britain | Haiti |
| Japan | Guatemala |
| Portugal | Honduras |
| Montenegro | Costa Rica |
| Italy | Nicaragua |
| San Marino | Liberia |
| Rumania | China |
| Greece | Siam |

The four opposing forces, or Central Powers, against the twenty-four allied nations were:

| | |
|---|---|
| Austria-Hungary | Turkey |
| Germany | Bulgaria |

The neutral countries during the world conflict consisted of but about one-fourteenth of the world's population. They were:

| | |
|---|---|
| Holland | Switzerland |
| Spain | Argentina |
| Norway | Venezuela |
| Sweden | Colombia |
| Denmark | Mexico |

Though not engaged in active hostilities, six countries broke off relations with Germany. They included:

| | |
|---|---|
| Bolivia | Peru |
| Ecuador | Uruguay |
| Santo Domingo | Egypt |

## THE COST OF THE WORLD WAR

The saddest and the greatest cost of the World War was the loss of human life. It was estimated that the dead numbered 13,000,000; the wounded included, missing and prisoners, 20,000,000.

The total net cost in money of the war is estimated at $186,333,637,097. Of this amount $125,690,476,497 was spent by the Allies, while the enemy expended $60,643,160,600.

The property loss may be made up in time. The human element of the strife has left a scar that can never be entirely eradicated.

The actual cost in American dollars of this tremendous conflict can better be pictured when the fact is known that if all the money spent were in silver dollars and if these dollars were built into a wall, this wall would be 475 miles long, two feet in thickness and six feet eight inches high.

The war cost the United States as much money as it cost to run the government from 1791 to 1914.

## THE WORLD WAR

The World War has been called the "War to end war." It covers the blackest pages of the world's history. It was the cruelest conflict in which human beings have ever engaged. It was the origin of poison gas, liquid fire, machine guns, tanks, submarines, death bombs, Zeppelin raids, of trench warfare, barbed wire entanglements and other devices unthinkable. Instead of many individual battles, there was practically one continuous battle raging across the front, though some decisive victories were won from attacks of divisions. Some of these were the Battle of the Marne, Flanders, Verdun, St. Mihiel and the Argonne Forest. General John J. Pershing was in command of the American army.

The people at home fought valiantly for the cause; men who could not go, women who "kept the home fires burning" and children whose energy and interest were a marked feature. The Red Cross was the foremost organization at home and abroad, but every one did his part. There were the five Liberty Loans; there were the thrift and war savings stamps, bought by everyone, including school children; there were the war gardens where the children helped to grow food. People learned to knit for the boys "over there" so they could have warm sweaters and socks. Food was conserved and sent across the water. Ships were built to carry food, clothing and soldiers to the war zone.

Herbert Hoover was appointed food administrator and the slogan was "Food will win the war."

The government took over the railroads, telegraphs, telephones, and then there was daylight saving whereby every one was to do his work in daylight so as not to burn lights by night.

There are many instances of how the war touched each one of us closely and of how each one could do his part.

And the boys? Those brave heroes who gave themselves as the "supreme sacrifice" can never be forgotten. Their courage, their cheer, their offering of themselves for the loved ones at home, for the fight for world democracy—their accomplishment can never be measured with human measure. Their fight was the fight for right. They won.

Defeat after defeat met Germany after the close of the four-year struggle. The Germans themselves began to realize the war was the result of their kaiser and his militarists. Revolutions broke out in the country. The Socialists refused to support the government. The kaiser was forced to flee to Holland and a temporary government was established.

Germany accepted the terms of peace offered by President Wilson. Armistice terms were agreed upon.

The war was won by the Allies. The sacrifice of the people was not in vain. The sacrifice of mothers, of fathers, children and sweethearts, the "supreme sacrifice" of those millions of young men had not been in vain.

"In Flanders Field each poppy now
May raise its crimson head;
The world has kept its solemn vow,
And now the honored dead
That 'neath the Flanders poppies lie
Will know 'twas not in vain to die.
Peace! Ye who know not how to yield,
That rest in Flanders poppy field."

## THE ARMISTICE

The World War ended at 6 o'clock (Washington time and 11 o'clock Paris time) Monday morning, November 11, 1918, as agreed by the signing of the armistice by German representatives at midnight.

The news was cabled across the ocean. It was telephoned to the White House to President Wilson. The glad news was then given to the newspapers—to the world.

The people of the United States went wild with joy and thankfulness. Every celebration in the world's history pales before this pledging of peace, November 11, 1918.

It was victorious peace for the Allies!

The measure of rejoicing was in proportion to the majesty of the event. Business was abandoned; schools, stages, banks, factories, offices—were closed.

The people poured into the street to give vent to their feelings, not in harmony of noise perhaps, but in harmony of spirit.

Horns, bells, bands, American flags, speeches, parades, bonfires, whistles—all served as outlets for the feeling of the masses.

Mothers, fathers, sisters, sweethearts, marched the streets singing "Over There," "The Long, Long Trail," "The Star Spangled Banner," "America."

Tons of confetti were thrown about. Funeral corteges paid a joyous tribute to the most unpopular person in the world—the ex-kaiser of the German people. A coffin was carried along the street, but the mourners forgot their parts and shouted and yelled with unrestrained happiness.

It was a time when "all hearts beat together from one end of the country to the other."

All those who had done their share in winning the war in their work for the Red Cross, the Liberty Loans, the War Savings Stamps, went "over the top" once more in the madness of the joy of victorious peace—and soon the brave soldiers would be home again, and those who had lived to see the fight through.

But it was not America only who celebrated the signing of the Armistice, but all the nations involved in the gigantic struggle with the Allies. Those nations today will celebrate the signing of the Armistice with America.

"What we all thank God for with deepest gratitude," said President Wilson, "is that our men went in force into the line of battle just at the critical moment when the

fate of the whole world seemed to hang in the balance and threw fresh strength into the ranks of freedom in time to turn the whole tide and sweep of the fatefnl struggle—turn it once for all so that thenceforth it was back, back, back for their enemies—always back—never again forward."

Armistice Day has assumed its proper place now in the history of the world. It is a legal holiday in the United States and stands in the front rank with the Fourth of July. Armistice Day is a day of peace:

"Blest is this day, past any other day
The world has even known; yet must we pray
The world hereafter may so blessed be
Never another day like this to be."

## CALIFORNIA'S DAY OF PEACE

By Harr Wagner

Near the close of the year 1918 peace came. It was celebrated in San Francisco and to the remotest parts of California in the unique spirit of the West. Submerged, however, beneath the gayety, the noise and the elation of a triumphant victory was the soul of Lowell—

"When a deed is done for freedom,
Through the broad earth's aching breast,
Runs a thrill of joy prophetic,
Trembling on from east to west,
And the slave, where'er he cowers,
Feels the soul within him climb
To the awful verge of manhood,
As the energy sublime
Of a century bursts full-blossomed
On the thorny stem of Time."

The high-born winter rains will wash the map of Europe clean of blood. The people will return to the simple ways of peace. The common wealth of men will have no boundary lines. Internationalism is seen—"in the parliament of men, the federation of the world."

This Republic with the sword of justice in one hand and the symbol of mercy in the other will consecrate itself anew to the reconstruction of social order — not only "over there" but here.

California will welcome back its men from the trenches, not as heroes of a war of conquest, but as men who faced the sacrifice that the diplomacy of armament should end.

Those who died will be given a monument that shall be typical, not of war, but of peace. The injustice of might will not prevail. The name of czar, of emperor and of king will cease as a representative of power, except in the historical past.

The commonwealth will not be measured in square miles, but in the sense of social justice, the boundary of which encircles the globe and includes all people. Let us have peace when humanity shall have eliminated injustice, fear, bigotry, prejudice, the malicious lie, the superstitious creed and weak selfishness. Then the commandment, "Thou shalt not kill," will prevail, and a new commandment will be given, "Thou shalt not possess that for which thou hast not given an equivalent."

Plato's Republic, Fourier's Social Paradise and Sir Thomas More's Utopia were mighty revolutions without tanks, or guns, or gas, or aeroplanes, against laws of autocracy. The false moon beneath the smooth surface of the water tells of the true moon somewhere. So the dreams, not of warriors, but of the poets and idealists, will come true.

With tears for the dead and joy for the living, we hail the liberty that had its birth on Mt. Sinai, its cradle in Bethlehem, its childhood in Rome, its youth in Switzerland, its education in France and England, its manhood in the United States, and its future life in the universal world.

## SONG OF VICTORY AND PEACE

Oh! Sing a song of victory,
A stirring song of victory!
Ye hosts of freedom's might.
Sing how a world from Tyrant's sway
Was won for Peace and Right.

Let paens rise most joyfully,
The day has come most joyfully
When trembling cowards fly.
Sing that the human race is free;
The brave, unflinching race is free,
Though loving hearts may sigh.

And thou, O Peace, forevermore
Be thou our guide forevermore
Through wond'rous years to be.
From war and waste and anguish deep,
From shell-torn fields where heroes sleep,
Come thou to set us free.

Oh! Sing a song of Liberty,
A stirring song of Liberty,
To those who nobly fell—
A song to those who fought and won,
Who fought so gallantly and won,
That peace on earth may dwell.

—Frederic Dahlstrom.

## THE PEACE THAT PASSETH ALL UNDERSTANDING

At noon, in savage rage of battle lust,
Where smell of red blood drove men mad,
Two lay, half trampled in the sodden dust,
Their upward faces lined with hate.

At eve, before the Prince of Peace, who died
That men might know the depth of love,
That Scot and Teuton met, and each one cried:
"Oh, brother mine, forgive, forget!"

—Annie Dolman Inskeep.

## PEACE

Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenal or forts.
The warrior's name would be a name abhorred;
And every nation that should lift again
Its hand against a brother, on its forehead
Would wear forevermore the curse of Cain!

—Henry Wadsworth Longfellow.

Down the dark future, through long generations,
The echoing sounds grow fainter, and then cease;
And like a bell, with solmn, sweet vibrations,
I hear once more the voice of Christ say, "Peace!"

Peace! and no longer from its brazen portals,

(A Clipping from the Berkeley Gazette of August 27, 1923):

# Failures Decrease In Entrance Exams

Tentative reports released today by the office of the recorder at the University of California on the results of examinations conducted in subject A, a matriculation examination for new students, shows a decrease in the number of those failing in comparison to that of last year. Fifty-seven per cent of those taking the examination this year passed, as compared to only 48 per cent last year. Of the 2097 students taking the examination this year, 1205 passed and 892 failed.

The increase in the percentage of those passing is attributed to the fact that high schools are insisting on more rigid standards in the rudiments of English grammar than formerly.

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GENERAL PERSHING, in a recent order, calls upon all army officers to sharpen their tools of speech, to cultivate "a clear, accurate and agreeable style" not without "the personal touch." This is but one of the many indications that the attainment of style has long since ceased to be limited to the literary profession. In fact, the demand today in every profession and trade is for the men and women who can be counted on not to fumble or distort ideas and words, but to speak and to write correctly and effectively.

"CONSTRUCTIVE ENGLISH," by Francis Kingsley Ball, is a book for the building of good English. It is a textbook for freshmen classes in English, as well as an excellent reference book for any year of college work. It is adapted also to class work or reference work in any year of the high school or business college. It is a handbook for the worker with words, be he student, teacher, editor, writer, business man, or business woman. It teaches in the most useful form those principles which are essential to correctness and effectiveness in the spoken and written word. It provides a ready-to-hand, trustworthy answer to those questions of rhetoric, of grammar, of derivation, of punctuation, of pronunciation, of capitalization, and of good usage that arise in the day-by-day workmanship with words.

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The blast of War's great organ shakes
the skies!
But, beautiful as songs of the immortals,
The holy melodies of love arise.
—Henry Wadsworth Longfellow.

My first wish is to see the whole world at peace and the inhabitants of it as one band of brothers, striving which should contribute most to the happiness of mankind.—George Washington.

Though love repine and reason chafe
There comes a voice without reply,
'Twere man's perdition to be safe,
When for the truth he ought to die!
—Emerson.

### REMEMBERING DAY

All the soldiers marching along;
All the children singing a song;
All the flowers dewy and sweet;
All the flags hung out in the street;
Hearts that throb in a grateful way—
For this is our Remembering Day.
—Mary Wright Saunders.

### A SONG FOR HEROES

A song for the heroes who saw the sign
And took their place in the battle line;
They were walls of granite and gates of
brass;
And they cried out to God, "They shall
not pass!"
And they hurled them back in a storm of
cheers,
And the sound will echo on over the years.

And a song for the end, the glorious end,
And the soldiers marching up over the bend
Of the broken roads in gallant France,
The homing heroes who took the chance,
Who looked on life, and with even breath
Faced the winds from the gulfs of death.
Their hearts are running on over the
graves—
Over the battle-wrecks—over the waves—
Over the scarred fields—over the foam—
On to America—on to home!

II

And a song for the others, the heroes slain
In Argonne Forest—in St. Gobain—
In the flowery meadows of Picardy—
In Belgium—in Italy,
From brave Montello to the sea.

A song for the heroes gone on ahead
To join the hosts of the marching dead—
A song for the souls that could lightly fling
Sweet life away as a little thing
For the sake of the mighty need of earth,
The need of the ages coming to birth.

All praise to the daring God who gave
Heroic souls who could dare the grave.
Praise for the power He laid on youth
To challenge disaster and die for truth.
What greater gift can the High God give
Than the power to die that the truth may
live!

Glory to the Lord, the Hero of Heaven,
He whose wounds in His side are seven—
Glory that He gathers the heroes home,
Out of the red fields—out of the foam—
Gathers them out of the Everywhere,
Into the Camp that is Over There!
—Edwin Markham.

# Material for Thanksgiving Day Program in the Schools*

By Ruth Thompson

### THE STORY

"For the gifts we have had from His hand,
Who is Lord of the living,
Let there run through the land
A Thanksgiving! Thanksgiving!"

The significance of Thanksgiving Day is brought before us each November as the year rolls around. At this time we bear in mind all that we personally have to be thankful for and we remember the causes that lay behind the festival for our forefathers, the Pilgrims, who celebrated the first Thanksgiving in America in 1621.

The word "pilgrim" means a wanderer or sojourner in a foreign country. The early settlers on the "wild New England shore" called themselves Pilgrims, because they had wandered far from their homes in England in search of religious freedom. The desire to worship God in their own way, instead of according to the dictates of a government, led a band of people from England to Holland and from Holland to America.

When the Pilgrims first settled in Holland they were happy and at peace. They could worship as they chose and that freedom was what they desired most. Ten years passed. The English children who were with their fathers and mothers in Holland began to be like the little Dutch children with whom they played. Their ideas of life were very similar to the Dutch in every way, and though the Hollanders were a kindly people, still the English parents did not wish their children to lose their English heritage.

It was evident that something must be done. Tales of the new world and a few English settlements there reached the ears of the Pilgrims. They thought it would be the place for them to establish a home. America offered freedom and these sturdy people did not fear difficulties. They were very poor and it was a struggle to live no matter where they established homes.

The Pilgrims chartered two vessels, the Speedwell and the Mayflower, and bidding their good Dutch friends farewell, they started on a long voyage to their new home. But the Speedwell was not a seaworthy ship and could not make the trip. It was necessary to take her back and load all the passengers possible on the Mayflower.

The voyage on the Mayflower to America was very cold and uncomfortable. The ship was overcrowded. The food was poor and there were few comforts. Children found the trip tiresome, for they had no place to play and the constant tossing of the ship on the rough seas made many ill. A little baby was born, and because it was born on the ocean the people named it "Oceanus."

It took two months to reach the new country.

It was not a bright and beautiful land that greeted the Pilgrims. The month was November. It was cold and gray and barren. There was no grass. There were no flowers. Bare ground, sand and rocks was the cheerless view.

But the Pilgrims were dauntless. Courageously they made their plans. They must do everything for themselves, for the country was wild and uninhabited except for the Indians. They had come to their new home,

"Not as the conqueror comes,
They, the truehearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

"Not as the flying come,
In silence and in fear;—
They shook the depths of the desert
gloom
With their hymns of lofty cheer.

"Amidst the storm they sang,
And the stars heard and the sea;
And the sounding aisles of the dim
woods rang
To the anthem of the free."

The Pilgrims landed on Plymouth Rock in December, 1620.

Anchored on the rocky coast the Mayflower served as a home through the long winter months. The women and children stayed on the ship much of the time, but the men worked on land and returned to the ship at night. Under the leadership of Captain Miles Standish, the men found a site for a home. There was a stream which would serve for drinking water.

The men cut down trees. They made a wide street and on each side built a row of houses. They built a little fort on the side of a hill, a church and a "common-house".

The first use for the common-house was as a hospital for the sick. The cold, the poor food, the unsatisfactory living conditions, all were hard for the brave settlers. One by one they were taken ill. Many of them died. The ones who were not ill, nursed their sick friends. As soon as the house was finished the sick people were moved ashore. Before spring came more than half of the Pilgrims were dead. But this little band stayed bravely by its resolutions to settle in America, and when the Mayflower left on its return trip it did not carry with it a single Pilgrim.

The Pilgrims made friends with the Indians. One day an Indian walked into their village and spoke to them. They were frightened at first, but they were pleasantly surprised when he spoke to them in English. A welcome was given to the newcomers by Samoset, who had met Englishmen on the coast a few years before; by Squanto, who had been in England himself, and by the big chief of the tribe, Massasoit. The Indians taught the settlers how to plant corn and gave them some seed.

Spring was the time for planting, and

* Contrast between early hardships of the Pilgrims and those of California pioneers may be made. Material on California pioneers may be obtained from Elisha Brooks' "The Pioneer Mother", Harr Wagner Publishing Company, San Francisco, price $1.

† Governor Richardson's and President Coolidge's Thanksgiving proclamations should be read in the school room.

after the seed was in, how eagerly the growth of the crop was watched, for the people needed food! Perhaps even the lives of the settlers depended upon this crop. In order to live in the new country and have a prosperous settlement, it would be necessary to raise food.

October came and with it the ripening of a good crop. It was time to gather in the harvest. The people rejoiced and Governor Bradford, bearing in mind no doubt the harvest festivals in England, ordered a three-day celebration to be held. To this feast were bidden the Indian friends with their chief, Massasoit. In all, about ninety Indians came.

Great preparations were made. The men went to the woods hunting for ducks, wild geese and turkeys. The children gathered nuts and helped their mothers who prepared the food. The Indians arrived with five deer they had killed.

The weather was balmy and pleasant and the young women set long tables out under the trees, and there, for three days, the Pilgrims feasted and rejoiced and were thankful for the blessings that had come to them. They played games and had contests, and it was a happy time.

There was no religious service at this first thanksgiving. Because of that fact some historians do not call it the first thanksgiving, for now thanksgiving is a religious festival and is proclaimed yearly by the President.

The year 1622 was one of hardship for the Pilgrims. Soon after the festival a ship, the "Fortune", arrived, but she brought with her a number of new settlers and no provisions for them. This meant the Pilgrims must feed them. More settlers came later and the crop in 1622 was poor. It filled the hearts of the people with sadness. Day by day through the winter the food grew scarcer. When spring came the seed was planted, but a drought set in and withered most of the growing plants.

So great was the distress that in July the Governor appointed a special day for feasting and prayer. For nine hours that day the Pilgrims went without food and prayed to God. To their great joy a large, dark cloud appeared in the sky. The next day a mild rain fell. The withered corn was revived. A few days later Captain Miles Standish returned from a trip and said that he had seen a ship at sea. Soon the Pilgrims saw the ship itself coming towards the coast. It was the "Anne" and aboard were not only provisions but the good friends the Pilgrims had been obliged to leave in Holland when the Speedwell broke down and could not make the trip.

Now, indeed, there was cause for rejoicing. A day was set aside by the Governor for giving thanks to God for these blessings and food was prepared. The Pilgrims went to church that day and then feasted together.

This thanksgiving in 1623 is counted the origin of our National Thanksgiving Day. Since the Civil War, when Abraham Lincoln began the custom of issuing an annual proclamation, America has set aside a day for religious observance. She is the only nation that has this special day for giving thanks for the blessings which she has received through the year.


# WORLD'S SHORTHAND CHAMPIONSHIP

In the shorthand contest held by the National Shorthand Reporters' Association at Chicago, August 20, "a new record was made at the 200 words a minute speed, in which Mr. Charles L. Swem made only two errors. The best previous record was three errors."

Mr. Swem also won the World's Championship with the highest average on the 200, the 240 and the 280 words a minute speeds.

**The Official Figures for the Qualifying Contestants Were as Follows:**

*Five Minute Dictation at*

| Name | 200 Words a Minute No. of Errors | 240 Words a Minute No. of Errors | 280 Words a Minute No. of Errors | Total Errors | Average Accuracy |
|---|---|---|---|---|---|
| *Charles L. Swem | 2 | 18 | 9 | 29 | 99.19% |
| *Albert Schneider | 7 | 14 | 24 | 45 | 98.74% |
| *Martin J. Dupraw | 8 | 15 | 23 | 46 | 98.71% |
| Solomon Powsner | 9 | 24 | 54 | 87 | 97.57% |
| E. A. Reilender | 23 | 36 | 51 | 110 | 96.93% |
| Alice Mengelkoch | 11 | 34 | 68 | 113 | 96.85% |
| Neale Ransom | 20 | 49 | 51 | 120 | 96.68% |

Note: The names marked with stars are writers of Gregg Shorthand. Mr. Swem was for eight years personal stenographer to President Wilson. Mr. Schneider and Mr. Dupraw are graduates of the New York City High School of Commerce.

*Send for complete report to the Speed Contest Committee*

**THE GREGG PUBLISHING COMPANY**

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## EARLY THANKSGIVING DAYS

Thanksgiving Day as it is celebrated in the United States annually is distinctly an American institution, although tracing back through the centuries we can find records of feasts and harvest festivals.

It is possible these records together with great causes for thankfulness which people in America have had that have finally established the yearly observance in America's calendar. The custom now is for the President of the United States to issue a proclamation each year to the people of the country calling upon them to duly observe the last Thursday in November as Thanksgiving Day, and following his proclamation, naming the same day the Governors of each state issue a proclamation to the people within their borders.

For more than 3,500 years we can find mention of thanksgiving feasts, for gratitude abides in most of the human race and demands outward expression. In the Bible we find the Feast of the Ingathering. It was established by divine command soon after the Israelites left Egypt about 1492 B. C. This was held in the month of "Tisri", the seventh month, when the corn* wine and oil were gathered in. This thanksgiving had a two-fold significance to the Israelites. It was a thanks festival for the harvest and a reminder through the ages that their fathers dwelt in tents in the wilderness and had no settled home. To break the distinction between the poor and the rich, all were to dwell in tents or booths outside of their usual dwellings, on the flat roofs, in the courtyard, or even in some parts of the temple itself. Thus it came to be called the Feast of the Tabernacles or Booths. There were seven days of rejoicing.

In the Book of Judges in the Bible we find the account: "And they went into the field, and gathered their vineyards, and trode the grapes and held festival and went into the house of their God and did eat and drink."

Other mention is made in the Bible of holidays at the time when the people "have gathered in the fruits of the land."

Ancient Greece celebrated a harvest festival called Thesmophoria, which resembled the Jewish Feast of the Tabernacles. The Romans held a yearly festival, worshipping their harvest deity, Ceres.

England's Harvest Home may be traced back to the Saxons of the time of Egbert. The harvest season was a time of pranks, feasts and pleasure. It was held yearly and called the Harvest Festival. But England has declared three extraordinary feasts upon special occasions which may be called thanksgivings. England declared her first thanksgiving September 8, 1588, when she defeated the fleet of ships from Spain called the Spanish Armada, and so broke Spain's power. This opened the way for the great power on the sea which she has enjoyed for many years. Queen Elizabeth declared it to be a time for thanksgiving and a celebration was held.

In the last century there were two English thanksgivings. The first was February 27, 1872, for the recovery of the Prince of Wales from a serious illness; the other was Queen Victoria's Jubilee on June 21, 1887.

The first thanksgiving was celebrated in America by the Pilgrim Plymouth Colony in 1621 upon the gathering of the harvest.

The first thanksgiving proclamation to be

* Corn in those days meant barley, wheat and rye, not the Indian maze we call corn today.

issued in this country was issued by Francis Bernard, Governor-in-Chief of the Province of Massachusetts Bay, in 1767.

The first thanksgiving proclamation issued by a President of the United States was that by George Washington in 1789.

Abraham Lincoln was the first President to adopt the custom of issuing an annual proclamation of thanksgiving and he began the custom in 1864. His assassination the next year almost suspended his own rule. However, Johnson, the next President, appointed the last Thursday in November and this has been done annually by successive Presidents.

Thanksgiving Day is the only religious festival celebrated in the United States at the call, of or by the authority, of the civil government.

Some histories suggest that the Pilgrims thought of celebrating a thanksgiving because of impressions gained during their recent ten-year sojourn in Holland, when they had celebrated with their Dutch friends a yearly thank-festival for their deliverance from the Spaniards; the true reason behind the origin is probably the natural feeling of gratitude which called for expression in some similar form, such as the harvest festivals held for centuries in England.

Thanksgiving Day has come to mean to us a national holiday which gives us the opportunity of expressing our thanks in religious observance for blessings received and feasting and family reunions. Turkey has become our thanksgiving meat because the Pilgrims, more than three hundred years ago, brought the wild turkeys from the forest to serve as food at the first thanksgiving gathering in America.

## THE LETTERS IN THANKSGIVING

(This acrostic may be used by the children in a short exercise. The pupils may mark the twelve letters in large type on twelve cards respectively. Twelve children with the cards may stand facing the class and in order may hold up a card and recite the couplet. At the conclusion the word will be found to spell T-H-A-N-K-S-G-I-V-I-N-G.)

T is for thankful
This day of the year.

H stands for helpful,
So spread some good cheer.

A means we're active
And do as we should.

N is for good nuts—
Thanksgiving Day food.

K means a kindness
Towards someone else shown.

S means that first feast—
Sixteen twenty-one.

G stands for Governor,
And Bradford's the name.

I is for Indians,
Who brought deer and game.

V stands for valiant,
Those Pilgrims so brave.

I n trial and trouble
Their ideals did save.

N for November,
The month of the year.

G stands for giving—
Thanksgiving is here! —R. T.

## A CALIFORNIA THANKSGIVING

I am thankful I am living
In a land of sun and flowers
Where the minutes laughing follow
'Round the circle of the hours.
I am thankful for the valleys
With their fields of growing green,
Lying wide beneath the mountains,
Clothed in robes of snowy sheen.
I am thankful for the mornings
And the happy sapphire skies;
For the birds which, joyous gliding,
Swift on wings of song arise.
I am thankful for the fragrance
Of the blossoming orchard trees,
And the grateful, happy humming
Of the myriad busy bees.
Oh, I'm thankful that I'm living
In this world of work and play—
Every day in California
Is a new Thanksgiving Day!
—Harry Noyes Pratt.

## THANKSGIVING

First Pupil:
"Have you cut the wheat in the blowing fields,
The barley, the oats, and the nodding rye,
The golden corn and the pearly rice?
For the winter days draw nigh."

Second Pupil:
"We have reaped them all from shore to shore
And the grain is safe on the threshing floor."

Third Pupil:
"Have you gathered the berries from the vine,
And the fruit from the orchard trees?
The dew and the scent from the roses and thyme,
In the hive of the honey-bees?"

Fourth Pupil:
"The peach and the plum and the apple are ours,
And the honey-comb from the scented flowers."

Fifth Pupil:
"The wealth of the snowy cotton field
And the gift of the sugar cane,
The savory herb and the nourishing root:
There has been nothing given in vain."

Sixth Pupil:
"We have gathered the harvest from shore to shore,
And the measure is full and brimming o'er."

All:
Then lift up the head with a song!
And lift up the hand with a gift!
To the ancient Giver of all
The spirit of gratitude lift!

For the joy and the promise of spring,
For the hay and clover sweet,
The barley, the rye and the oats,
The rice and the corn and the wheat,

The cotton and sugar and fruit,
The flowers and fine honey-comb,
The country so fair and so free,
The blessings and glory of home.

## LADS' AND LADIES' SONG

Once there were three little lassies
On a bright spring morn:
And they met three little laddies
Coming thru' the corn.
Then together they did wander,
Sowing pumpkin seeds;
Then together did the hoeing
To free the corn and weeds.

Then these little lads and lassies
On each summer morn,
Coaxed the pumpkin vines to blossom
In among the corn.
Next they prayed for rain from heaven,
And the warm sunshine
To fall upon each great big corn stalk,
And little pumpkin vine.

Once there were three little lassies
On one autumn morn,
Went to walk with three wee laddies,
In among the corn.
Each one picked a great big pumpkin
And with sparkling eyes
Thought of jolly Jack-o'-lanterns
And of pumpkin pies. —Selected.

## PRAISE GOD

Praise God for wheat, so white and sweet,
Of which we make our bread!
Praise Him for yellow corn with which
His waiting world is fed!
Praise God for fish, and flesh, and fowl
He gave to man for food!
Praise God for every creature which
He made and called it good!

Praise God for winter's store of ice,
Praise God for summer's heat!
Praise God for fruit trees bearing seed,
"To you it is for meat!"
Praise God for all the bounty,
By which the world is fed!
Praise God, ye children all, to whom
He gives your daily bread!—Selected.

## CORN

There is a plant you often see
In gardens and in fields;
Its stalk is straight, its leaves are long,
And precious fruit it yields.

The fruit when young is soft and white,
And closely wrapped in green,
And tassels hang from every ear,
Which children love to glean.

But when the tassels fade away,
The fruit is ripe and old;
It peeps from out the wrapping dry,
Like beads of yellow gold.

The fruit when young we boil and roast,
When old we grind it well.
Now think of all the plants you know,
And try its name to tell. —Anon.

## THE MAGIC VINE

A fairy seed I planted,
So dry and white and old;
There sprang a vine enchanted
With magic flowers of gold.

I watched it, I tended it,
And truly, by and by,
It bore a Jack-o'-lantern
And a great Thanksgiving pie.
—Selected.

## THANKSGIVING STORY

The ripe rosy apples are all gathered in;
They wait for the winter in barrel and bin;
And nuts for the children, a plentiful store,
Are spread out to dry on the broad attic floor;
The great golden pumpkins, that grew such a size,
And ready to make into Thanksgiving pies;
And all the good times that children hold dear,
Have come round again with the feast of the year.

Now what shall we do in our bright happy homes,
To welcome this time of good times as it comes?
And what do you say is the very best way
To show we are grateful on Thanksgiving Day?
The best thing that hearts that are thankful can do
Is this: To make thankful some other hearts, too;
For lives that are grateful, and sunny, and glad,
To carry their sunshine to lives that are sad;
For children who have all they want and to spare
Their good things with poor little children to share;
For this will bring blessing, and this is the way
To show we are thankful on Thanksgiving Day. —Anon.

## STATUS OF THE PUBLIC SCHOOL TEACHERS' RETIREMENT SALARY FUND

Will C. Wood

Superintendent of Public Instruction

Governor Richardson, in vetoing the amended Retirement Salary Act, stated that the California retirement salary plan is comparable to a get-rich-quick banking or real estate scheme. Certain newspapers, inspired by the Governor's sweeping criticisms have run editorials and news matter, tending to raise a question as to the solvency of the fund. Under the circumstances, I feel that I should make a frank, plain statement.

The Teachers' Retirement Salary Fund, during the first ten years of its existence up to June 30, 1923, collected from the teachers of the state, $2,071,992.82. It received from inheritance taxes, on the basis of 5 per cent of all collections, $1,755,223.65. In addition to this, $231,007.22 interest was collected during the first ten years, making a total of $4,058,223.69, collected from all sources during the ten year period.

Out of this, payments amounting to $2,401,228.68 have been made to retired teachers. The salaries in the Retirement Salary Fund amounted to $42,333.21, and general expense, $10,292.59, making a total of $2,453,854.48 expended for all purposes during the ten year period.

On June 30, 1923, the board owned securities to the amount of $1,518,561.50. On July 1, 1923, the board purchased bonds for investment, amounting to $190,000.00. At present the securities owned by the board amount to $1,708,561.50, and the interest thereon each year is in excess of $35,000.00. It will be of interest to know that each year, since the fund was established, the state board has put away a very tidy sum for investment purposes. The following table shows the surplus invested each year, since 1915:

| | |
|---|---|
| 1915 | $ 144,000.00 |
| 1916 | 183,850.00 |
| 1917 | 125,150.00 |
| 1918 | 310,400.00 |
| 1919 | 113,150.00 |
| 1920 | 57,750.00 |
| 1921 | 37,400.00 |
| 1922 | 340,411.50 |
| 1923 | 206,450.00 |
| 1924 | 190,000.00 |
| Total | $1,708,561.50 |

A fund whose reserves amount to over $1,700,000.00 and are growing at the rate of $200,000.00 a year on an average cannot be considered bankrupt.

Last year the total receipts amounted to $663,857.35, being distributed as follows: Teachers' contributions, $270,055.49; interest on bonds, $76,559.64; inheritance tax, $317,232.22. During the year the board paid to annuitants, $371,607.18, refunds of contributions, $368.25; office salaries amounting to $5288.66; premium on bonds, $49,692.41; general expenses, $1,449.19; a total disbursement of $428,405.69, leaving a balance for investment amounting to $235,451.66. Such figures do not indicate that the Retirement Salary Fund is bankrupt. On the contrary the fund is in a very healthy condition.

Concerning the investments that have been made, bond experts state that we have bought securities of exceptional value. Practically all of the bonds, except the United States Liberty Bonds, range in income from five to six per cent, while the present bond market is in the neighborhood of 4.70 per cent. While the par value of the bonds amounts to $1,708,561.50, we are told by the bond experts that if they were sold today, we would realize from $80,000 to $100,000 over their par value. We are preparing a booklet of information concerning the fund which will give a complete list of the securities owned by us.

An actuary employed to investigate the fund about two years ago, reported that from an actuarial standpoint, our present plan of financing the fund is unsound. It must be remembered that actuaries are very conservative, that they figure for the most part on the basis of old-line insurance experience. This actuary reported in effect that if every one of the teachers now contributing to the fund should demand immediately her share of the fund, according to her experience, the fund would be bankrupt. Anyone who knows anything of California teachers knows that no such situation will ever exist. My impression is that the retirement salary plan will ultimately have to be revised. However, we cannot revise it intelligently now, because we have not had enough experience with the present plan. The experience with other plans does not apply to our conditions, as the California Retirement Plan differs a great deal from any other retirement plan now in effect. I do not believe we should go chasing ghosts and goblins in this matter of the Retirement Salary Fund. My belief is that the fund will run on for a considerable number of years before the outgo begins to exceed the income. By this time, we will have enough experience to justify a revision. Meanwhile, we should not be stampeded, either by over-conservative actuaries, or by politicians who have their own interests to serve.


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## MAYOR ROLPH, THE SCHOOLS AND SOCIAL SERVICE

James Rolph, Jr., has been mayor of San Francisco for twelve years. He is a candidate for re-election. The election will occur on Tuesday, November 6. The people interested in education should vote for him, because he is himself a graduate of our public schools, a friend of the children, and has had an outstanding, progressive policy for the schools.

The people interested in social service should vote for him because during his administration the city and county hospital, the playgrounds, the parks and all other progressive humanitarian projects have been administered from the standpoint of service, free from partisan politics. The business men should support Rolph because San Francisco has been governed on a business basis. Rolph is a man of big projects and Hetch Hetchy, the municipal railways, the Civic Center and our streets and highways require Rolph. Labor should support him because he is fair and stands for social justice.

The New Lincoln School, Taft

## THE TAFT ELEMENTARY SCHOOLS, J. A. JOYCE DISTRICT SUPERINTENDENT

Education of the present day has a direct relation to the amount of money spent for its maintenance. Generally speaking, those communities rich in wealth per capita child with the public schools in the hands of an able administrator and ruled by an intelligent citizenry, aim to and do make their public institutions stand out as examples of the best that can be developed. Taft, California, is such a place and J. A. Joyce, district superintendent of schools, has had for the last two years the opportunity of carrying forward a most constructive school program.

Oil—black gold—from the depths of the earth surrounding Taft has given that region wealth of magnificent proportions. But nature in giving her millions has placed them in a desert spot where heat commands in summer and dry chill in winter. The low-lying hills surrounding cameo-like with their clear-cut gulleys and ravines lay dim and desolate. Yet where gold lieth men will delve and for miles the black oil-derricks pierce the horizon and the town of Taft itself is a busy little metropolis.

Taft has five elementary schools and an enrollment of 1500 pupils. The recent completion of the Lincoln Grammar School at a cost of $360,000 has been an event of great importance to the community. Last year the Roosevelt Primary School was erected at a cost of $90,000 and two kindergarten buildings were constructed at opposite sides of the town at a cost of $40,000. In other words, Mr. Joyce within the last two years has superintended the almost complete rehousing of the pupils of the city.

The Lincoln school is a product of Mr. Joyce's planning. The $360,000 have been spent most advantageously and the building is equipped with features provided by no other school in California. The building lies on the highway as one enters Taft and instantly commands attention. It is surrounded by 12½ acres of ground. The building is two stories, 410 feet long, of straight rather severe lines, broad, high, cool corridors, tiled roof, and an attractive center entrance. There are eighteen classrooms, serving and cooking rooms, a cafeteria in one wing and shops in the other. The plant has a capacity of 650 pupils. A large auditorium seats 1200 people. Ten thousand dollars has been spent in the furnishing of the auditorium.

Of special interest is the refrigeration and ice plant in the basement of the school. This ice plant is the last word in ice-plant construction. A large tank of water is kept cool by coils and the cold water is pumped continuously through the pipes serving the Lincoln school and the Roosevelt school, which is across the street. Ice is made in this plant and delivered to the three other schools in the system. The cafeteria and domestic science rooms have their refrigerators run from this plant.

The cafeteria is equipped with the latest devices for economical and efficient service. This cafeteria is in charge of a trained domestic science teacher and two assistants. Food is cooked for the five schools in the system here and delivered to the steam tables at the four other schools by truck. Mr. Joyce has established a 15 cent flat charge for the noon meal. This amount, he says, will cover the actual cost of the food; the school carries the charge of maintenance.

The school is equipped with a large air washing machine, a laundry and special room for school music. A dental clinic is maintained at the Roosevelt school.

In school organization Mr. Joyce has certain rooms set apart for certain subjects and especially equipped for the teaching of those subjects. Various new educational ideas and books are being constantly tested. One teacher is in charge of mental testing and has a room set apart for that purpose. An attractive library room is provided.

The school runs five busses and has a large garage situated on the Lincoln school grounds. On these same grounds is a Boy Scouts' barracks. The building was an old school house and was moved from another part of the city and renovated for the use of the Scouts.

Sixty teachers are in the Taft elementary schools. Mr. Joyce believes he has one of the finest corps of teachers in the State. One reason for this is that he can pay good salaries and take teachers away from places that have more pleasant natural surroundings. Citizens of Taft, who in recent months have been drawn to the barren oil centers of Southern California, realize this and are sending their children back to Taft for their schooling. All of which goes to show that Mr. Joyce with the aid of the citizens of Taft is putting across educational work of the highest order.

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## JOTTINGS OF A TRAVELING BOOKMAN

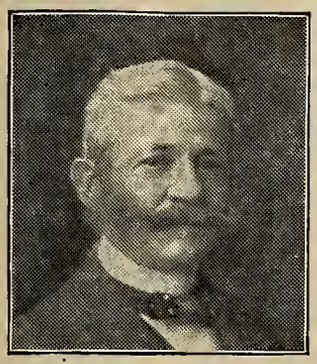
By William M. Culp

Clarence W. Edwards, superintendent of Fresno county schools, through the reorganization of his supervising forces has effected a saving of $10,000 for his county. This was made possible by the voluntary dropping out of his department of three supervisors. L. P. Linn, in charge of high school and a portion of grammar school matters, left to accept the position of principal of the Washington Union High School; J. W. Byfield, in charge of physical education, has resigned, and Mrs. Maude Edgecomb, assistant supervisor of music, has retired from school work.

D. F. Tuttle, assistant superintendent, becomes second in command and has been placed in charge of the supervising forces and of the general supervision of the elementary schools. F. M. Fulstone, in charge of commercial subjects, takes up some of the work formerly allotted to Mr. Linn. The status of Florence B. Rutherford, assistant superintendent, has not been changed.

O. P. Palstine, supervisor of agriculture, has accepted a position in the Los Angeles city schools. He has been succeeded in office by E. E. Frasher. Mr. Frasher comes

The New Roosevelt School, Taft



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from Glenn County, where he was in county agricultural work.

Miss Nannie Weed, supervisor of physical education, has been placed in complete charge of physical education in Fresno County. Other supervisors of last year in charge of departments are: Miss Ada Camp in music, Miss Florence Gamble in art, and Miss Harriet B. Merrill in Americanization.

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C. Leroy Walton, principal of Caruthers Union High School, has been appointed to the Fresno County Board of Education. Mr. Walton succeeds to the place of E. G. Thompson, formerly principal of Singer High School, who has retired from school work.

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D. C. Weage, for several years principal of the Madison school, has been elected district superintendent of the Clovis Grammar School.

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Oakdale grammar schools, under District Superintendent J. J. Berry, continue in their steady growth.

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A. G. Elmore, county superintendent of Stanislaus County, will hold his annual institute at home this year. Mr. Elmore has the policy of every alternate year joining in with the institutes of the bay section.

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Tracy High School, in charge of Principal H. O. Williams, is up and doing. New shops and a gymnasium have just been completed at a cost of some $45,000. The gymnasium is one of the best equipped in San Joaquin County. Two thousand dollars worth of apparatus has been purchased. The high school building faces the highway and some $7,000 worth of improvements in paving and gardening have been finished. The plant's fine appearance is a wonderful tribute to the progressiveness of the citizens of Tracy. Of particular interest is the school paper, the "Tracy Owl," published in the school's own printing establishment. This paper, issued as a monthly last year, paid for the purchase of the printing plant. The paper will be issued twice monthly this year and is edited under the direction of Miss Minerva Turner, head of the English department. Mr. Williams directs the printing end of the business. The Tracy High School has enrolled 128 students this year.

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Earl Towner, head of the music department of the Fresno city schools, has a song entitled "Weather Wise" in the fourth book of Juvenile Music published by Ginn and Company.

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Lewis Johnson, district superintendent of Newman grammar schools, has his schools in fine working order. At the new intermediate school an auditorium is just being finished at a cost of $7,000. The landscape gardening at this plant is especially attractive.

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Joseph A. Cocoannauer, principal of the Chowchilla High School, is stressing work in his agricultural courses.

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The Merced High School, under Principal A. W. Meany, has enrolled between 550 and 600 pupils, an increase of more than one hundred students over last year. An auditorium costing $50,000 has been constructed and new shops and cafeteria costing $25,000 are being built. Increased enrollment caused the hiring of additional teachers after the commencement of school. The faculty now numbers 24 instructors.

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The Modesto and Merced high school plants are set off by landscape gardening of unusual effectiveness. The buildings, both of Spanish effect, could hardly be more artistically environed.

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Miss M. L. Richmond, superintendent of Kings County schools, has appointed Miss Helen S. Heferman field assistant. Miss Richmond is looking for some one to place in charge of physical education and manual training.

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Bakersfield High School, under H. A. Spindt, has new shops for auto, machine and electric, costing $100,000 in process of construction.

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Lee Cranmer, member of the University of California's championship foot-ball team, is aiding D. M. Griffith, coach of the Bakersfield High School, in the construction of another state high school championship eleven.

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Kern County schools almost had a clean sweep of the prizes for school exhibits at the recent Sacramento State Fair. They took the sweepstakes, 20 first prizes and 30 second prizes. This is the second year that the Kern County schools have won the majority of prizes. L. E. Chenoweth, county superintendent of schools, says that Kern County has decided not to compete next year.

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C. D. Jones, district superintendent of Santa Paula grammar schools, who has

had much experience in the Alaska school system, recently refused the offer of William T. Lopp, chief of the Alaskan Division of Education, to return to one of the best positions open in Alaska.

J. W. White, last year principal of the Glen Ellen School, San Jose County, is this year in charge of the Ceres grammar schools.

H. W. Dahleen, principal of the Ceres High School, has a school that is making a sane and steady growth.

Joseph C. Templeton, for several years principal of Downey High School, is this year principal of the Hughson High School.

J. M. Burk, principal of the Denair High School, has prospects of a most successful school year.

J. Perry Ratzell, principal of the Turlock High School, as a side issue is making a success as a life insurance salesman.

Pending the finishing of their new $110,000 building, the Modesto Junior College is holding classes in the various churches of the town. C. S. Morris, dean of the college, expects to be in the new quarters by November. Up to date 213 students have enrolled in the college. It is expected some fifty more will enroll before the end of the year.

Superintendent W. E. Faught of Modesto finds that the abnormal growth of recent years has ceased and that the Modesto schools are now increasing at a more normal rate. Mr. Faught and Assistant Superintendent of Schools W. P. Dean, in charge of elementary education, have recently carried out a reorganization of their elementary schools. Two new class room buildings, one on the east side and one on the west side, have been completed at a cost of $150,000. Eight additional rooms have also been added to existing plants.

Walter R. Hepner, assistant superintendent of schools of Fresno, in addition to other supervisory duties is in charge of the department of educational research work.

The Fresno Technical High School, in charge of F. H. Sutton, now offers four-year courses in home economics, commercial work and shop work. William John Cooper, superintendent of Fresno, has reorganized the courses at his two high schools, the Fresno High and the Fresno Technical, that is not a duplication of courses at the two institutions. Mr. Sutton now has some 1600 students enrolled at the Technical High School.

W. L. Potts, principal of the Edison Technical School, has just moved into quarters on the new campus. The new grounds are 16 acres in extent. A $30,000 shop building has been erected, and awaiting the construction of the real units the children are housed in 24 bungalow rooms. Seven hundred and ninety children are enrolled. The new site faces Kearny boulevard and is in a rather new section of Fresno. Seventh, eighth, ninth and tenth grades are handled at this school. The faculty numbers thirty-seven teachers.

George I. Linn, principal of the Mantuv High School, expects an enrollment of around 250 pupils this year. Community co-operation is excellent. Sections of the high school district that were opposed to the formation of the district are now numbered among the school's best supporters

## SUPERINTENDENT C. C. HUGHES MAKES AN INTERESTING AND AN EPOCH-MAKING REPORT ON THE SACRAMENTO SCHOOLS.

The total enrollment of the Sacramento city schools for the year 1922-1923 was 18,610 and the total average daily attendance for the same time was 11,329, according to the report of City Superintendent of Schools Charles C. Hughes to his board of education, recently. Hughes makes the following recommendations with his report: (1) That certain elementary subjects such as arithmetic, spelling, language and penmanship be continued through the high school for those needing to pursue such subjects; (2) that an assistant superintendent be appointed who will head a research department and prepare a new course of study; (3) that teachers be paid in accordance with their ability and efforts to advance themselves; (4) that vacation schools be established to be held about six weeks each summer; (5) that steps be taken as soon as possible to obtain a site of thirty or forty acres for the Junior College, and that the district be requested to vote bonds for the construction of a building for the purpose. Regarding the use of the present school buildings which are counted the most modern, compact, comfortable and artistic in the West, and perhaps in the country, Superintendent Hughes states: "Were it not for the duplicate system of class rooms in vogue in the department, we at the present time would be about eighty class rooms behind."

Miss Anne Raymond, first grade teacher in the University Elementary School, Berkeley, California, conducts helpful and interesting classes in reading which many teachers would enjoy observing. She does not believe in a child continuing a lesson in a primer or book of which he has tired and so she has many sets of books on her shelves for continuous change; she believes in teaching punctuation marks, questions, etc., with the lesson, and thus gains delightful expression from her children when they are reading; she uses every object in the room for practical purposes in board reading lessons, such as the table, the gold fish in their bowl, the plants, desks, colors of childrens' dresses; she believes in having very small reading groups so each may have the maximum of attention. The children respond happily to this quiet little teacher who is accomplishing a great deal in the few hours she has the children each day.

## CALIFORNIA STATE TEACHERS' ASSOCIATION, CENTRAL COAST SECTION—ANNUAL CONVENTION AT SANTA CRUZ, OCTOBER 1, 2, 3.

By Irmagarde Richards

The convention was marked by the great interest and value of the addresses. The speakers were chosen from widely different fields of work, but it was significant to note the similarity of their approach to the problems of common interest to them all and to their audiences. One theme dominated almost every speech—a theme elaborated in different ways, but to the discerning ear reappearing continuously. It may be called the "Theme of the Individual Child", and its variations ran the gamut from technical and professional warnings against systematic education to warm personal appeals for the child on the benches and his personal needs.

The main address of the first session was given by J. M. Gwinn, superintendent of the Francisco schools—"How to Make Progress in Education." His counsel toward this important achievement was—select a few definite objectives at one time, and concentrate along these few chosen lines.

The general session of the second day offered an opportunity to hear three speakers of importance. Mrs. Grace Stanley, the commissioner of elementary education, centered her address about the theme that is plainly of paramount importance in Mrs. Stanley's approach to education, namely, the "Child-centered Curriculum." Do we believe in democracy? Its existence is at stake in the schools. Do we believe in brotherhood and good will throughout the world? The fulfillment of this faith lies with the children in the schools. How can we open their young eyes to the solemn issues that rest in their young hands? Approach them as individuals, give them the opportunity to follow freely whatever impulse may start their feet in one path or another of human interest. Such genuine following leads straight into the roads where all human activities and achievements mingle and are interwoven, so that the child through his own individual thread of interest becomes at home in the great world of human effort. There, enfranchized by his own small effort into the citizenship of the world, he learns the significance of democracy and human brotherhood.

Dr. William Palmer Lucas, of the University of California Medical School, followed. Dr. Lucas is a child-specialist of wide reputation and honor, well qualified to meet a great body of teachers on common ground—their interest in the physical welfare of children. He made an appeal to teachers to give due importance to intelligent health education. Eloquent as was his plea, one almost wished that he had taken for granted, as indeed he might safely have done, the genuine faith of his hearers in health education, and that he had shared with them, out of the riches of his wide experience, some more definite suggestion as to how they might embody in practical achievement the faith they already share with him.

President Reinhardt of Mills College entitled her address "The Teacher and These Times." She might well have called it "The Challenge of These Times to the

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Teacher." What have the schools to say to such challenges as the appalling interest in Dempsey, measured in financial terms, as compared to our interest in great painters or musicians of the day? The shortage of just mere seating capacity in our schools throughout the country? The lack of coordination in such fundamental problems as fire protection? The records of juvenile delinquency? The disintegrating effects upon young people of the most popular type of moving picture? In offering an answer to these disturbing problems, Mrs. Rheinhardt touched again what we have called the dominant theme of the convention—that we must care more for the individual child and his needs, leaning less on methods and systems. That we must base our teaching more on the ideal of the inter-relation of all forms of human activity, thus training children in the duties of citizenship and the habits of co-operation that will lead us out of the dark problems into the open fields of federation and splendid achievement.

The afternoon of the second day was given to small meetings. One of the best attended of these was the Rural School Section, and an address on "Arithmetic" by Miss Alice Leutsker of the State Normal College. The crowds of interested questioners who held her for an hour or more after the formal speech testified to the value placed upon her advice and opinions. Her talk, too, was along the line of greater attention to the need of the individual child; these special needs of individuals to be determined by the free use of tests such as the Cleveland Survey Arithmetic Tests and the Bloomington Diagnostic Tests.

### Wednesday Morning

Professor C. E. Rugh of the University of California spoke twice. In both addresses he also struck the prevailing note, describing the wreck of the old formal systemic education and the growth of the new conception, based upon individual children and their training as moral beings.

Under the title "Some Trends in Secondary Education" he analyzed the tendency toward student control of athletics, social affairs, of the moral tone of the school through pride in its good name, even to some extent control of class-room activities. Another trend is toward concentration and integration in the fields of human achievements. This tendency is wholesomely indicated by the reaction in favor of courses in general science and by the merited popularity of the great "Outline" series of history, science, literature, art.

It is difficult to report formally upon Professor Rugh's contribution to the institute. His listeners carried away something beyond the reach of formal report—a warm spirit that somehow turned the sober job of teaching into a joyous and exciting adventure.

At the last session of the convention, Superintendent Will C. Wood gave a heartening talk on the evidences of true progress and improvement in the social life and in the public schools of today. This sane presentation of facts was a tonic antidote for any feeling of depression remaining from Mrs. Reinhardt's "Challenges," without detracting from the serious reality of those challenges and the need of meeting them.

Mark Keppel, superintendent of the Los Angeles county schools, closed the convention with a fiery denunciation of Governor Richardson's attack upon education and an expose of the untruthfulness of the statements made by the Governor in regard to the educational budget.

Superintendent James G. Force, president of the association, is to be congratulated upon the splendid program prepared for the convention and for the success of all the arrangements made for the comfort and convenience of the assembled teachers.

The returns of the balloting for officers of the association showed the election of Katherine W. Gray as president for the coming year.

### WOMAN FOR WOMAN'S COURT

Mabel Dorn Hirst is a candidate for police judge for the city and county of San Francisco. Mrs. Hirst is a woman of judicial temperament, of large experience in legal and social reform work, and is in every way worth your vote and ardent support. Her father, Judge N. A. Dorn, was for many years a judge in Monterey County. Mrs. Hirst represents the highest type of the up-to-date woman, and she should be elected to preside over the woman's court.


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# EXCHANGE OF IDEAS AND DEVICES

Conducted by Sylvia Starr

Teachers are urged to contribute to this column. Any device that has been found to be practical and helpful in the school-room or in the yard, for entertainment or study, is desired. If you have a good idea PASS IT ON. Address Sylvia Starr, Idea and Device Editor, Western Journal of Education, 149 New Montgomery Street, San Francisco, California.

Sylvia Starr, Western Journal of Education, San Francisco, Calif.

My dear Miss Starr:

We play many games in our school to correct faults in grammar. The teachers in our school, both in the lower and upper grades, use games and I may send you some from time to time if other teachers desire them. My little children have trouble distinguishing "brought" from "bought". We play this game:

Teacher: Mary, we are going to play this is your birthday. You are to have a party. Come to the front of the room. Invite four girls and five boys to your party. Each guest will pretend that he brings you a present. You must pretend to take the present as the guest says to you, " I have brought you some candy, Mary." "I have brought you a handkerchief, Mary." "I have brought you a book, Mary." The recipient says, "Thank you," after each play-gift and the lesson in manners is good.

Yours truly, Marian Weed.

---

Idea and Device Editor of Journal:

I have a good pattern for a lantern my children like to make during Hallowe'en season. It is made of orange-colered construction paper. Each child cuts a paper 8½ by 6 inches. One-half inch is allowed for the flap, 8 inches is allowed for the entire width of the four sides, and 6 inches for the height. The 2 inches forming each of the four sides of the lantern are measured off and folded. This leaves one-half inch for the flap. Next the windows are made. A frame is made by measuring in from the sides one-half inch. The windows are then cut and covered with thin white onion-skin paper to give the appearance of glass. We cut this white paper large enough to cover the entire inside of the lantern with the exception of the flap, thus making it 8 by 6 inches. The lantern is now ready to paste together. Paper may be measured, cut and pasted for a handle.

This lesson may be an arithmetic as well as a hand-work lesson.

I hope teachers will find this a good pattern. Sincerely yours,

Alma Reid.

---

My dear Sylvia Starr:

Here is a game we play at recess. I found it in a manual, but think it will do to repeat:

Children form a circle facing center. The one who is chosen to be "it" stands in center, eyes closed. Teacher and children recite or sing:

"We are very, very tall;
Now we're very, very small:
Sometimes tall; sometimes small;
Now — which are we?"

When tall all stretch arms high over head. When small, stoop and touch hands to ground. Pause after "Now", take the two movements several times, finally holding one of them after "which are we?" until "it" answers. After answering them, "it" opens his eyes to see if he is correct. If correct he chooses some one to take his place. M. A. B.

---

Idea and Device Editor:

I contributed a September verse to your column and would like to contribute a selection I have found for primary children. The children may dramatize this poem:

"Green leaves, what are you doing
Up there in the trees so high?"
"We are shaking hands with the breezes
As they go dancing by."

"Why, green leaves, have you fingers?"
And the maple answered in glee:
"Yes, just as many as you have—
Count them and you will see."

I think the month of October is the season to study trees. Some of the things for the little folk to notice and comment upon are: different varieties of trees around them; difference in trunks and leaves; what happens to the leaves of some trees in cold weather? Why? Where do we get nuts? What uses have we for trees (in summer out of doors and in the house as furniture)?

Historical trees such as the Charter Oak at Hartford, Connecticut; Old Liberty Elm, planted in Boston during the Revoltionary War; Washington Elm at Cambridge, Massachusetts, under the branches of which Washington took first command of the army, are an appropriate study.

If teachers are interested in these trees I could tell more of them if they inquire through your column.

Thanking you, I am, yours truly,

Ada M. King.

---

Dear Sylvia Starr:

Would you like a game that will do to play during a Hallowe'en party? The children guess the names of eight nuts from these hints:

1. Two boys' names.
2. Letter of the alphabet and a receptacle.
3. A country in South America.
4. Part of a building.
5. A color.
6. A stout wood.
7. Found by the sea.
8. A vegetable.

The answers to these are.

1. Filbert.
2. Pecan.
3. Brazil.
4. Walnut.
5. Hazel.
6. Hickory.
7. Beechnut.
8. Peanut.

Yours very truly,

A Country School Teacher.

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## A SHORT CUT IN COMPOSITION WORK

By Lawrence C. Lockley

Author of Faulty Paragraphs for Composition Classes

"You composition teachers ought to be made to read themes, and read themes, and read themes, until you find some easier way to teach good writing!" The speaker was Dr. E. C. Moore, director of the Southern Branch of the University of California.

I think that Dr. Moore diagnosed all trouble with composition work right there. Most of us haven't found the "easier way," even though we have been made to "read themes, and read themes, and read themes." Somewhere our system has been faulty. We have all labored with the usual errors in the usual way, and with results that are—usual. Our students always seem to understand all about it when they are put through the sets of sentences in the handbooks. But when they come to their own themes, they seem utterly unable to find the simplest mistakes.

There is a gap; and it is between the rhetoric sentence and the theme sentence. I know I have, and I presume all other composition teachers have, felt this gap, and have tried to bridge it by reading aloud in class and correcting themes that have been turned in. But in that process there is always the difficulty of oral presentation. Moreover, the themes that the students turn

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in rarely reward such treatment; they are not rich enough in mistakes, or obliging enough to make the mistakes so that they can be corrected most profitably.

Just to fill this gap, Mrs. Lockley and I compiled "Faulty Paragraphs for Composition Classes," a group of student themes for the most part, with an occasional "home made" one. The first themes are cacophonous catastrophes. The errors are so obvious that the class sees them at the start, particularly since each member can have a copy of the collection before him. Corrections are immediately forthcoming. Without realizing it, the student has corrected errors from just such an environment as his own errors have. By the time the class finds it easy to find and correct the errors in the more flagrant themes, it is ready to wrestle with a little better grade of theme. But so gradually has the quality of the themes been improved in the sequence of the collection that the class is not conscious of working with more difficult material. By the time the students have reached the last theme in the group, they are improving material that they would have pronounced quite satisfactory at the beginning of the course.

I have another use for the collection. Whenever I find a particular error cropping up in the themes I get, I turn to the key given in the "Manual for Instructors" which accompanies the teacher's copy, and run down the list until I find what paragraph or paragraphs are best adapted to dealing with this error. Then I turn the attention of the class to the particular material, and soon have the error permanently deleted.

I have found exceedingly helpful a simple device at the end of the collection. Several very well constructed paragraphs are printed in pied order; at first glance, the sentences seem to be utterly unrelated. I tell my class that here are well constructed paragraphs which they, if they remember all I have told them about paragraph construction, can reconstruct. After some discussion, they can always find the topic sentence, and then, gradually, reconstruct the paragraph.

When the class finds that the paragraphs really can be reconstructed, they see that they have proved experimentally all I have told them about paragraph construction. Then they begin to write paragraphs that have really been planned. After they have worked a few days on their own paragraphs, I have several of them put on the board pied. Usually, I am able to show just why the poorer paragraphs are poor.

Of course, there are other ways in which I use "Faulty Paragraphs." I have the class go over them merely indicating mistakes by means of the usual symbols of correction. I use them for examination purposes. And I have used them as a text in a class in theme reading. In fact, there are as many ways of using the collection as there are of teaching composition.

There still remains to be discovered the Royal Road to Learning; but in "Faulty Paragraphs," I believe that I have found the first stretch of my Royal Road to Teaching.

The Kate Kennedy School Women's Club gave a special luncheon at the Palace Hotel. Among the guests of honor were Superintendent James Marr Quinn, Alice Rose Power, Thomas J. Hayes, president of Native Sons, Maud Mott, Mrs. E. K. Burk. The speakers were Miss G. Carroll, T. J. Hayes, J. M. Quinn, Mrs. E. K. Burke, Miss Kelley and Superintendent Quinn. Mrs. Marjorie Stewart presided with her usual poise and charm.

The San Francisco Grade Teachers gave an afternoon tea at their attractive headquarters, 333 Kearny street, on Friday afternoon, October 5. Elizabeth Hauslett, Miss Cottrell, Miss Ryan and others acted on the reception committee. The use and benefit of the library was explained and Mr. John Beers of Macmillan Company, W. C. Harper of Winston and Mrs. Frances E. Raymond of the Gregg Company, Mr. Jones of World Book Company and Harr Wagner were among those who enjoyed the hospitality of the club.

Superintendent Joseph Marr Gwinn of San Francisco has submitted to the Board of Education a building program that has many very fine features, and when completed will give San Francisco an adequate educational plant with the maximum efficiency with the minimum of cost. Superintendent Gwinn will direct the expenditure of more than twelve million dollars on this program.

Superintendent H. B. Wilson of Berkeley, E. Morris Cox of Oakland, Stanley B. Wilson of Los Angeles, Roy Cloud of San Mateo have been conducting local institutes under direction of Mark Keppel in Los Angeles county.

### THE SAN MATEO COUNTY INSTITUTE

The teachers under direction of Roy Cloud, superintendent of schools, met at San Mateo, October 1, 2 and 3. The instructors were as follows:

Hon. Mark Keppel, County Superintendent of Schools, Los Angeles, Calif.; Chas. C. Hughes, City Superintendent of Schools, Sacramento, Calif.; Mrs. Grace C. Stanley, State Commissioner of Elementary Schools, Sacramento, Calif.; H. B. Wilson, City Superintendent of Schools, Berkeley, Calif.; Miss Corrine Davis, Psychology Department, San Jose State Teachers' College, San Jose, Calif.; Dr. Clarence T. Phelps, President State Teachers' College, Santa Barbara, Calif.; Harr Wagner, editor Western Journal of Education, San Francisco, Calif.; Rev. James L. Gordon, pastor First Congregational Church, San Francisco, Calif.; Frank Buckalew, secretary Near East Relief, San Francisco, Calif.; F. A. Rice, Ginn & Co., San Francisco, Calif.; Miss K. Gertrude Irwin, Supervisor of Music, San Mateo county; John F. Mason, Supervisor of Reading, San Mateo county.

Superintendent Roy Cloud is an efficiency expert on conducting teachers' institutes and he always gives the San Mateo county teachers a satisfactory and enjoyable institute.

### OUR MOST NORTHERLY INSTITUTE

No one should say that he knows the beauty of California's scenery until he has driven over the Redwood Highway through Mendocino, Humboldt and Del Norte counties, which recently held their institute in Eureka.

Any school man or woman who has not the excuse of attending a perfectly good institute ought to get into a machine of his own, or beg, borrow or steal one and take the most beautiful drive in the State of California—150 miles through redwood forests, with excellent camping grounds, swimming and fishing along the way.

An institute under the leadership of Superintendents Robert A. Bugbee of Humboldt, Roy Good of Mendocino and E. A. Moore of Del Norte counties is well worth attending, as the following program will prove. The weather was not all it might have been, but the rain couldnot dampen the enthusiasm of the speakers nor the inspiration they were able to get across to the teachers. One of the chief notes of the institute was the trend of th discussions toward the training for citizenship. The special speeches were given by Mrs. Grace Stanley and Superintendent Mark Keppel, and both were practical and helpful as well as inspiring. One of the delightful features of the institute was the music, both ensemble singing and violin and vocal selections. Superintendent Bugbee has a splendid voice of delightful quality. He was not so very generous with it but what was heard was greatly enjoyed.

The meetings were held in the Eureka high school, which is a large and very beautiful building.

#### Institute Instructors and Lecturers

Hon. Will C. Wood, State Superintendent of Public Instruction; A. C. Olney, State Commissioner of Secondary Schools; Grace C. Stanley, State Commissioner of Elementary Schools; Dr. Herbert R. Stolz, State Commissioner of Physical Education; Mark Keppel, President California Teachers' Association and Superintendent of Schools, Los Angeles; L. B. Cain, Supervisor of Music, Fresno High Schools.

The tenth annual report of the Contra Costa Free Library has just been issued. The statistics show that of the 51 schools of the county 47 are receiving library service. The library also serves 42 branches, some of which have made notable changes and improvements during the year. The report Mrs. Alice G. Whitbeck has published to celebrate the tenth birthday of the library is very artistic. Its simple attractive cover illustration gives in symbolic form the comparison between the circulation of the books in 1913 and 1923, which is as follows:

| | 1913-14 | 1922-23 |
|---|---|---|
| Branch circulation | 21,942 | 152,859 |
| Books sent to schools | 1,538 | 15,036 |

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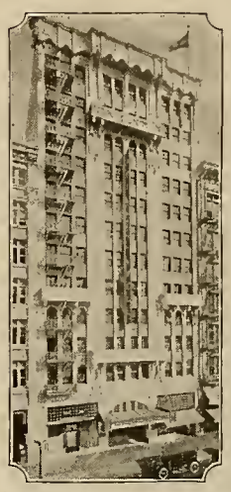

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# COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

The Teachers' Institute held at Eureka in September was a joint meeting of the three counties of Humboldt, Del Norte and Mendocino. During the week one hundred and twenty-five teachers called at the Humboldt County Free Library and selected books to the number of eleven hundred. The library is serving one hundred schools in Humboldt County. Teachers from Del Norte and Mendocino counties, where there are no county libraries, also called to acquaint themselves with the service given by a county library to the schools.

During the fiscal year, Humboldt County Free Library sent out 1,593 shipments containing 36,017 books and 1,633 items of other material. The circulation for the year was 134,543. A general plan for improving the conditions at branch libraries is in progress and new shelving has been placed in many of them and other changes made which increase the attractiveness of the branches.

In Alameda County all of the county schools have contracted for service with the county library except two one-teacher schools, thirty-seven districts out of thirty-nine, consisting of forty-seven schools and 225 teachers. There are also thirty-eight community branches in this county. The branch libraries gather occasionally at the main library in the Hall of Records at Oakland and discuss their varied problems. Some one of their own number tells of a plan worked out or a new idea put into practice, the county librarian or one of her assistants talks of the best methods of handling the branch work, and a general discussion of problems follows. Books, pictures, posters and other material are on display for the branch librarians to select from for their own collections. Good results can but follow such get-together affairs.

Alameda County Free Library works hand-in-hand with the superintendent of schools, the home demonstration agent, the farm adviser, the law library, the Health center, the Arroyo County Infirmary, the California Girls' Training Home, the county jail, the Seamen's Institute, and the University of California. The work with the University is done in providing a library laboratory for this practice work of the graduate students in library economy.

An important exhibit was given during the year by the medical branch of the county library, showing how the library helps people to keep well, and how it helps the sick back to health by providing books for entertainment and encouragement. Its work for the sick at various county institutions was shown, and lists of documents, pamphlets and up-to-the-minute information on health topics were displayed. Once a week the county library messenger goes to the county jail with an exchange of books, a service that is greatly appreciated by the inmates.

The library sent 29,950 books to the schools during the year.

Napa County Free Library has three interesting branches at Napa County's famous resorts. These are Aetna Springs, Stag's Leap, and Wilson's Inn. The collections of books at these places are used by all lovers of good literature and add much to the pleasure of the guests. A book-mark calling attention to the service is used in the books sent out to these branches.

The following story by Miss Thelma Brackett, librarian of the Siskiyou County Free Library, shows how schools and branches remote from large centers are reached by the librarian and the superintendent of schools. Nothing daunts them:

"The county library organizer of the State Library has, in the course of her years of travel, been treated to many different kinds of entertainment. But even to her Siskiyou County could, and did, offer decided variety on a week's trip taken last August. For days the county librarian and the superintendent of schools had been talking over plans, and at last hit upon the most economical route, in both time and money, to visit certain isolated parts of western Siskiyou. The problem was no easy one, for distances were so great that no haphazard plan could cover all of the four schools to be visited within the compass of a week.

"Had the librarian believed in signs she might have foreseen that the trip would present more than the contemplated difficulties. But she was blindly determined to go through with her visits. When one source of supply announced that all pack animals were in use, and another that they were all out grazing in the mountains, it looked for a while as if the only solution would be to take a fifty mile walk. But finally the animals were secured from a location which necessitated changing arrangements so as to take the trip backwards as compared to the original plan.

"The party consisted of Mrs. Henshall, Mr. Miller, superintendent of schools, Miss Bryant, county nurse, Miss Revell and Miss Brackett, both of the county library. A start was made Monday morning, August 6th. For two days the way led down the beautiful Klamath River, and schools and community branches were visited en route. Adventure began on Wednesday morning, when the machine was abandoned and mules were boarded for a ride through the most beautiful scenery in California, from Somes Bar to Forks of Salmon, seventeen miles of difficult travel over a trail exceedingly narrow and excessively steep.

"That day amply demonstrated the unreliability of the English language. If two persons, using the same words, both have different mental pictures, they may each without realizing it fail to grasp the thoughts of the other. Miss Brackett's trail experience has been limited to Siskiyou County. Mrs. Henshall, listening to her eulogies, had in mind the broad and confidence-inspiring trails of Yosemite Valley. Here then began entertainment of an unlooked-for sort. The day proved a long one. The sheer drops of hundreds of feet, in spite of the exquisite beauty of the waters below, were inevitably disquieting, especially after a sturdy mule, having stumbled upon a hornets' nest, had threatened to roll on his rider and a three-foot ledge. No river can surpass in beauty the Salmon, above the banks of which the trail led. But the inexperienced rider of a mule is inclined to think more of dangers than of beauty.

"Lunch consisted of raisins and nuts. The supply of these had seemed preposterously large when the expedition began. The travelers could not foresee that they would be the entire bill of fare for more than six meals on the trails. They proved the most satisfactory fare conceivable—heat and cold changed them not, dust could not penetrate to them, a horse even sat on them with no damage done. Before they returned again to Yreka, the party had conceived a mighty respect for nuts and raisins.

"Seventeen miles on a paved highway are as nothing; on a precipitous mountain trail they are a day's ride. Nothing, to those unused to riding, could be more desirable than a good night's sleep thereafter. At Forks of Salmon the group was expected, and was fed and well taken care of for the night. An early start the next morning was essential, for the trail that day was a twenty-five mile one, to Cecilville, the most remote spot in the county.

"There had been nothing really dangerous about the Somes Bar-Forks of Salmon trail. It is well-defined and frequently traveled. The Cecilville trail from Forks of Salmon, on the other hand, is seldom used, and then only by experienced packers. It was virgin territory to every one in the party. It wound in parts through gravel slides which had completely obliterated the track and which started precipitously from under the horses' feet. It climbed rock stairs so sudden in their changes that the horse had to start up hill before he had gone completely down. It crossed rotten bridges, at least one of which gave way under the horses' tread. It was, in short, an adventurous—and a beautiful—trail.

"But time was limited, and the determination to make Cecilville before four o'clock (when school closed) forced a steady advance. Raisins and nuts beside a thicket-hidden spring called for a brief delay at noon. Welcome forest service signs indicated the distance traveled, and, at three-thirty in the afternoon, after almost eight hours in the saddle, a clearing appeared in the midst of the trees, with a farmhouse where information would be available.

"Welcome sight! They rode toward the house. Only when they had come up to the sign which read 'Cecilville Post Office,' did they realize that this was the end of the journey. The town was made up of one house, a store-post office, and two barns! The visiting officials soon learned three things: they had still thirteen and one-half miles to go to visit the Cecilville school; they could get no accommodations in Cecilville; they could probably get none better at the nearest neighbors beside the school house.

"Cecilville's generosity finally provided a way out. Dishes and quilts were borrowed, food bought at the store, a site selected for a camp fire, and preparations made for a two-nights' stand. The beds in the star-lit hay, the ride next day to the school, the

appeal of the camp-fire meals, may all be left to the imagination. After the second night it was necessary to crawl out at four in the morning, in order to make preparations to take the long ride back to Forks. Arrived there at two in the afternoon, the women in the party were relieved of all responsibility. There stood their car and driver waiting to carry them back to Yreka. The long day ended at midnight, with God's greatest blessing—hot baths.

"Mr. Miller, paying the price for being the only man in the party, had still hard work ahead. It fell to his lot to conduct all five animals back to Somes Bar, there to pick up his car, and to drive 150 miles home. Not until two o'clock Monday morning did he reach Yreka.

"The trip over, the weariness gone, two points stood out in the minds of the librarians of the party. They would under no consideration have missed that enlightening experience, and under no consideration could they be induced to repeat it. The second point is less abstract. Perhaps nowhere else in the state is the spirit of neighborliness so exemplified in connection with the county library system. The unusually attractive little woman who serves without compensation as custodian rides ten miles from her home to the post office and back with the books. At home she calls by telephone all the library patrons within a radius of twenty miles, and reads to them the list of books she has received. She notes down those that interest each one, and, making packages of five or six books each, she carries them back to the post office. Here the borrowers receive them when next they call for their mail, and here they leave them, one at a time, as they finish. In no other way, probably, could library service be given these isolated people, who, in their hunger for books, are served through the understanding heart of one woman. To have met her made the entire trip worth while."

---

### THANKSGIVING DAY

Over the river and through the wood,
To grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the wood;
Oh, how the wind does blow!
It stings the toes,
And bites the nose
As over the ground we go.

Over the river and through the wood,
And straight through the barnyard gate,
We seem to go
Extremely slow;
It is so hard to wait!

Over the river and through the wood,
Now grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!

—L. M. Child.


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## AN INTERESTING LIST OF CHANGES IN PRINCIPALSHIPS FURNISHED BY MISS A. MALEY OF THE McNEIL TEACHERS' AGENCY.

Mr. Robert A. Smith has accepted the principalship of the Big Valley High School, Aden, California.

Mr. W. E. Hester, principal of the Mountain View High School for a number of years, has resigned to accept the principalship of the Alturas High School.

Mr. E. B. Hodges, who is doing graduate work at Stanford University, has been elected to the principalship of the Mountain View High School.

Mr. J. O. Gossett, formerly principal of the Weed High School, has been elected to the principalship of the Benicia High School.

Mr. E. T. Lakin, principal of the Nevada City High School, resigned to accept the principalship of the Weed High School.

Mr. C. E. Cowan, principal of the Benicia High School, has been elected to a teaching position in the Fairfield High School.

Mr. Frank Williams, of the California School of Mechanical Arts, has been elected to the principalship of the Nevada City High School.

Mr. H. O. Hendricks, of the Mendocino High School, has been elected to the principalship of the Boonville High School.

Mr. C. B. Collins, principal of the Imperial High School, has resigned to accept the supervising principalship of the Calexico schools.

Mr. D. McCarthy has been elected to the principalship of the Calistoga High School.

Mr. E. R. Gauthier resigned the principalship of the Calistoga High School to accept the principalship of the Lompoc High School.

Mr. Irving Snow, who has been doing graduate work at Stanford University, has accepted the principalship of the Cedarville High School.

Mr. Ralph Auchard will be in charge of the Fort Bidwell High School for the coming year.

Mr. L. M. Overkotter has accepted the principalship of the Chino High School.

Mr. C. F. Quick has been elected principal of the Del Norte County High School, Crescent City, California.

Mr. Orris S. Imhof, principal of the Crescent City High School, has accepted a teaching position in the Tracy High School.

Mr. E. C. Eby, of Westwood, has accepted the principalship of the Dos Palos High School. Mr. William Scott, of Dos Palos, has resigned to enter business.

Mr. Frank Otto, principal of the Hughson High School, resigned to accept the principalship of the Downey High School.

Mr. J. C. Templeton, principal of the Downey High School, resigned to accept the principalship of the Hughson High School.

Mr. Louis P. Linn, assistant superintendent of schools, Fresno County, has accepted the principalship of the Washington Union High School, Easton, California.

Mr. G. N. Steyer, principal of the Easton High School, resigned to accept the principalship of the Riverdale High School.

Mr. B. F. Brown, principal of the Boonville High School, resigned to accept the principalship of the Escalon High School. Mr. Oliver Irons resigned the principalship of the Escalon High School to accept a teaching position in the Hanford High School.

Mr. J. B. Ely, vice-principal of the Fillmore High School, has been elected principal.

Mr. J. William Gastrich, principal of the Fillmore High School, resigned to accept the district superintendency of the Santa Maria schools.

Mr. V. A. Rohrer, of the Fresno High School, has accepted the principalship of the Fowler High School for the coming year. Mr. Rippey, principal of the Fowler High School, resigned to accept a teaching position in the Modesto High School.

Mr. Ernest Oertel has accepted the principalship of the Galt High School.

Mr. William Drew, of the Tracy High School, resigned to accept the principalship of the Gustine High School.

Mr. August Grimm, of the Hanford High School, has been elected principal of the Los Banos High School.

Mr. H. H. Wardrip, principal of the Holtville High School, resigned his position to accept the principalship of the Sanger High School.

Mr. E. V. Abernathy, from Missouri, has accepted the principalship of the Holtville High School.

Mr. David Williams, principal of the Lower Lake High School, resigned to accept the principalship of the Hopland High School.

Mr. E. L. Caughey, formerly principal of the Hopland High School, has been appointed as visiting deputy for the western half of Mendocino County, comprising the coast section. Mr. Edmund Blackman has the eastern half of the county.

Mr. Thomas A. Russell, principal of the San Diego High School, resigned to accept the principalship of the Huntington Park High School.

Mr. M. S. Templeton has been elected principal of the Imperial High School.

Mr. Morris Greenley, who has recently been taking graduate work at Stanford University, has been elected principal of the Hilmar Union High School.

Mr. J. H. Bradley, vice-principal of the Lindsay High School, has been elected supervising principal of the Lindsay schools.

Mr. Ralph J. Wadsworth, vice-principal of the Lincoln High School, Los Angeles, has accepted the principalship of the San Pedro High School.

Captain J. P. Inglis, of Los Angeles, has accepted the principalship of the Van Nuys High School.

Mr. H. C. Fox has accepted the principalship of the Los Molinos High School. Mr. R. A. Warner, of Los Malinos High School, has accepted a position in the King City High School.

Mr. Malcomb MacGillivray, of Fresno, has accepted the principalship of the Lower Lake High School.

Mr. M. D. Bejach, of the Calistoga High School, has accepted the principalship of the Loyalton High School.

Mr. W. A. Goddard, of the Fort Bragg High School, has accepted the principalship of the McArthur High School.

Mr. William Burke, of the Lakeport High School, has accepted the principalship of the Middletown High School.

Mr. W. Emerson, who has recently taken graduate work at Stanford University, has accepted the supervising principalship of the Paso Robles schools.

Mr. C. B. Stevens, of the Oakland School Department, has accepted the principalship of the Raymond High School. Mr. J. F. Evans, of the Raymond High School, will teach in the Redwood City High School for the coming year.

Mr. Glen O. Perkins, of Tucson, Arizona, who has recently been doing work at Stanford University, has accepted the principalship of the San Diego High School.

Mr. Edward G. Johnston, of Spokane, has accepted the vice-principalship of the San Diego High School.

Mr. Karl F. Adams has accepted the city superintendency at Santa Cruz.

Mr. D. R. Lightner, of the Porterville High School, has accepted the principalship of the Strathmore High School.

Teachers and their friends should vote for Alfred Roncovieri of San Francisco. Alfred Roncovieri should be elected supervisor of San Francisco. For twenty-five years he devoted his life to the service of the public schools at an inadequate salary. He is efficient and will serve all the people and will fight the battle for better schools. Vote for him.

## MAYFLOWER OR THE COVERED WAGON?

Thanksgiving Day in California! What do the words connote to California ears? It is curious how we carry on in the symbolism of our festivity the old New England tradition. Whoever thought of celebrating Thanksgiving with decorations suggesting the covered wagon with its gaunt team of oxen instead of the symbolic Mayflower?

Yet California as well as New England had her bands of dauntless Pilgrims, her Odyssey of hardships, her hour of black despair. Our happy, careless children, born in the abundance of this golden land—can we ever bring home to them as realities the sufferings of those far-off Puritans? But all around their own homes are the monuments and relics, even some of the surviving actors, of a great epic of suffering and heroic endurance that is actually for them the rock on which their own Thanksgiving rests, far flung from that Plymouth Rock of which they dimly know the remote significance.

Thousands of our children this fall will have seen "The Covered Wagon" and their imaginations will have been stirred by the scenes of this splendid picture. But just as stirring, and accessible to all of them, these scenes live again in a little book recently published, "A Pioneer Mother," by Elisha Brooks, who as a lad of eleven years old, with his four small brothers and a sister, crossed the Great Plains under the guidance of their mother, alone the greater part of that vast journey.

Every child in California should read this short, simple story. It is "an original document" of first historic value, every word of it historic truth. It is, in the simplicity and vigor of its style, a piece of beautiful literature. It drives home, if ever a story did, that "moral lesson" for which we good teachers are supposed to be forever on the lookout. But best of all, "it is a bully story" as all boys will agree, and girls no less, if in their veins runs still the blood of such "Pioneer Mothers" as the one so lovingly depicted in this little book.

In true Homeric style tragedy and fun walk hand in hand along the weary trail. Hardship and suffering beyond belief are stoically endured by the lonely woman and her little children, and in the end, gaunt with famine, exhausted and broken in body,

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but triumphant in spirit, they win their way into the Golden Land.

No child should miss the chance to read this story of boy adventure and young courage, and of a mother's transcending love and faith. And for Thanksgiving Day it is a tale that should light the glow of gratitude in the heart of every California child for the sacrifices which won for him his land of plenty.

IRMAGARDE RICHARDS.

## WHERE DID THE LIMERICK START?

The limerick contest on bank stock school stationery now being run by the Knight-Counihan Company brings up an interesting question. The limerick is widely known. Yet books on literature overlook it entirely or give it scarcely a passing mention. Just where did the limerick start?

The name is allied to the Irish town, coming apparently from the old song, "Will you come up to Limerick?", whose peculiar rhyming structure has been continued in limerick verse.

Like the Mother Goose rhymes, the first limericks were written for children. Edward Lear, tutor with the household of the Earl of Derby, conceived these nonsense rhymes to amuse the earl's grandchildren. Most of his rhymes contained geographical references—perhaps to make his tutoring easier. At any rate, the absurdity of the verses appealed to the elders as well as the children. And so popular did Lear's limericks become that he published them, with illustrations, in 1846.

Since then, no form of verse has been more generally popular. Easy to write and adapted to pointed or humorous comment, the limerick has been a favorite for mock-serious purposes. Ex-President Wilson, among others, has amused himself and the world with a number of clever limericks. And that educators enjoy relaxing into this type of light verse is proved, Knight-Counihan contend, by the large response to their bank stock limerick contest.

## LOS ANGELES BEGINS NEW YEAR

By Herbert F. Clark, Los Angeles

Los Angeles city schools began the work of the year with expanded territory, enlarged and added buildings and equipment, increased teaching force and an overwhelming number of boys and girls seeking education. The opportunity for real service to the community was never greater and the administrative and teaching forces realizing their responsibilities began the work with renewed zeal and determination to acquit themselves well of the task.

The last school board election, which took place in June, was of such nature as to materially strengthen the hands of the superintendent. Two assistant superintendents and the deputy were re-elected for a term of four years with substantial increases in salaries. Certain departments will undergo reorganiaztion in order to better adapt them to the work to be done.

Reconciliation has taken place between the various organizations responsible for the publication of the Los Angeles School Journal, so that the new year begins with differences ironed out and all forces marshalled to do effective work.

### The New Curriculum

The Los Angeles school curriculum has been completely Bobbittized. Dr. Franklin Bobbitt of the University of Chicago spent two three-month periods, 1922 and 1923, in the city analyzing the situation and organizing a new course of study out of the various elements involved. Under his direction various committees were formed from the superintendent's office throughout the system representing all phases of the educational work. Through numerous conferences and committee meetings general agreement was reached as to what should be the proper basis for organizing a course of study and what materials and methods should be used to carry out the program.

Upon the departure of Dr. Bobbitt, Dr. Arleigh C. Griffin of the department of high school research, who was Dr. Bobbitt's chief assistant during the reorganization work, was assigned the task of "carrying on" and bringing to a conclusion the results of the campaign.

The results are now appearing in the form of two main courses of study, one for junior and one for senior high schools, and a series of monographs, one for each subject in the curriculum.

The former highly complex course of study which each high school has followed quite regardless of its relation to any other high school in the system is to be substituted by a very simple schedule of approved basic courses for all high schools. The same principle applies for the junior high schools, which, of course, had not become so varied and so complex in their organization.

The principle upon which this reorganization was based and for which Dr. Bobbitt held through all the work is that there are a few fundamental groups of human knowledge that all sentient beings should acquire which are essential to efficient living. And since the only justification for the establishment and maintenance of public schools lies in its meeting that need, it behooves those in charge to determine what those essential groups of knowledge or experiences are and arrange to give each child the benefit of them.

### Occupational Information Courses

All Los Angeles junior high schools and some senior high schools are giving a course of instruction in occupational information. This work is now required of all eighth grade pupils. The work carried on in the high schools is more in the nature of vocational guidance.

The justification of these courses rests upon two bases, first, on the fact that it is as essential for boys and girls to know something about this great occupational world going on all about them as it is for them to know something about the geographical world, the mathematical world or the objective world; and second, on the fact that a fund of occupational information is the best basis in the world upon which to make a sensible selection of a life-career. This phase of educational work has grown from a small beginning a few years ago until it now holds a place as one of the basic studies in the newly organized curriculum. The superintendent placed an assistant supervisor in the department of vocational education whose duty is to supervise this work and train teachers for it.

### Two New High Schools Open

Los Angeles begins the new year with two new high schools to her credit, making in all seventeen for the city as a whole. Roosevelt High in the Boyle Heights section in the eastern portion of the city relieves to some extent the Hollenbeck Junior and for the present meets the demand in that growing section. Thomas H. Elson, formerly principal of San Pedro High, is charting the new institution along its educational course. He has grouped around him an exceptionally capable faculty, many of whom worked with him at San Pedro. The equipment in the new buildings represents the last word in modern conveniences so that the outlook is bright for a prosperous future.

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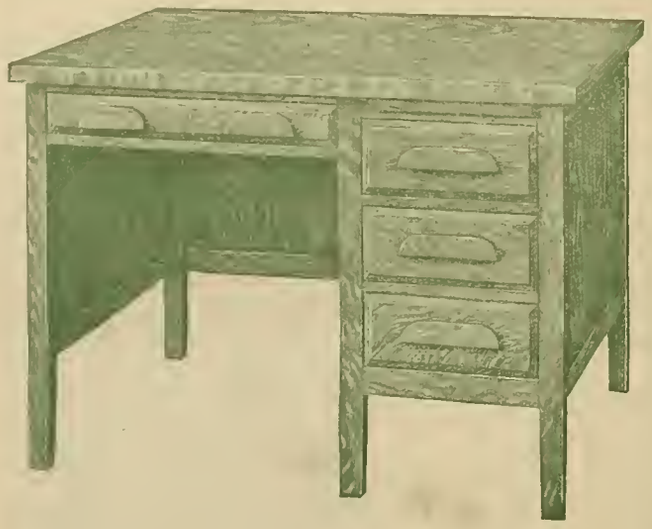

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### Santa Claus

He comes in the night! He comes in the night!
He softly, silently comes;
While the little brown heads on the pillows so white
Are dreaming of bugles and drums.
He cuts through the snow like a ship through the foam,
While the white flakes around him whirl;
Who tells him I know not, but he findeth the home
Of each good little boy and girl.

His sleigh it is long, and deep, and wide;
It will carry a host of things,
While dozens of drums hang over the side.
With the sticks sticking under the strings;
And yet not the sound of a drum is heard,
Not a bugle blast is blown,
As he mounts to the chimney-top like a bird
And drops to the hearth like a stone.

The little red stockings he silently fills,
Till the stockings will hold no more;
The bright little sleds for the great snow hills
Are quickly set down on the floor.
Then Santa Claus mounts to the roof like a bird,
And glides to his seat in the sleigh;
Not the sound of a bugle or drum is heard
As he noiselessly gallops away.

He rides to the East, and he rides to the West,
Of his goodies he touches not one;
He eateth the crumbs of the Christmas feast
When the dear little folks are done.
Old Santa Claus doeth all that he can;
This beautiful mission is his;
Then, children, be good to the little old man,
When you find who the little man is.

—Anon.

# Suggestions and Material for the Christmas Program in the Schools

By Ruth Thompson

### THE SIGNIFICANCE OF CHRISTMAS

Christmas is a religious festival held yearly on December 25 in memory of the birth of Christ. The name probably comes from the order that was given for saying mass—Christ-mass, for the sins of the people on the day commemorating the Savior's birth.

Christmas means many things to us, as we make merry each year. It is a sacred holiday that the poor and the rich, the high and the low, the adults and the children, can all enjoy. We hang up our stockings for Santa Claus to visit us and bring us gifts; we exchange gifts with those we love; we attend a religious service; we have a Christmas tree hung with symbols and gifts; we decorate our homes and churches with Christmas greens; we have turkey, young pig, mince pies and plum puddings to eat. Christmas is our most joyous and festive holiday of all the year.

We get most of our customs and pleasant usages of Christmas from people of centuries past who long years before Christ was born celebrated a holiday every year. Christmas with its modern meaning was first celebrated in the second century of our era.

The pagans worshiped the sun because it gave them light and heat, and, therefore, life. They held festivals in honor of the sun in the winter, some time near the shortest day of the year in the month we call December. After the shortest day of the year the sun rises higher in the sky; the days are longer, therefore, and the heat and light are increased. This life-giving power was a source of wonder and worship to the heathens, for they attributed all the good things they had in life to the sun. To them it was, indeed, a god. The holiday held by the sun-worshipers was called Saturnalia, and Romans and their slaves feasted, gave gifts and decorated their homes with greens.

People in northern Europe burned great logs of wood in honor of their gods, Odin and Thor. They sacrificed men and cattle to them. It is from this custom that the people of the British Isles derived their custom of burning their yuletide logs.

When Christ was born the true Christmas spirit of universal love was spread over the world. An old legend tells us that "the sun leaped in the heavens and the stars around it danced. A peace came over mountain and forest. Even the rotten stumps stood straight and healthy on the green hillside. The grass was beflowered with open blossoms, incense sweet as myrrh pervaded upland and forest, birds sang on the mountain top, and all gave thanks to the great God."

The three Wise Men rode out of the east to the Mother and Child, bringing with them gifts of gold, frankincense and myrrh for the babe in Bethlehem. So the spirit of giving on the day of the birth of the Christ Child was begun in fellowship and love. Christianity took over some of the heathen forms of worship. The old customs were continued, but they now had significance and their spirit was changed to the spirit of love. Today we cling to them and associate them closely with Christmas Day.

The exact date of Christ's birth has not been recorded, but December 25 was finally settled upon as the day to observe.

One legend of Christmas Eve is that the Christ Child wanders over the world on that night. On his little shoulders is strapped a bundle of evergreens. Through storm and sleet, over mountain and sea, through country and city, to the homes of the rich and poor alike, He is said to come. And sometimes He is said to change His form and perhaps be a beggar and stop at some house and beg for food, warmth, or a few moments' shelter. Those who wish His coming and will welcome Him, set in their window a lighted candle, and this helps, too, to guide Him on His way. A superstition arose from this story that a beggar on Christmas Eve might be the Christ testing the benevolence of the home.

People used to believe in stories and legends so much more than they do today. They believed that bees sang at Christmas time and that cattle knelt in honor of the manger. They believed, too, that the sheep marched in procession on Christmas Eve commemorating the visit of the angel to the shepherds who "watched their flocks by night" when the angel of the Lord appeared and told them the glad tidings:

"'Fear not,' said he, for mighty dread
Had seized their troubled mind;
'Glad tidings of great joy I bring
To you and all mankind.

"'To you, in David's town, this day
Is born of David's line
A Saviour who is Christ the Lord,
And this shall be the sign:

"'The heavenly Babe you there shall find,
To human view displayed,
All meanly wrapped in swathing bands,
And in a manger laid.'

"Thus spake the seraph; and forthwith
Appeared a shining throng
Of angels praising God, and thus
Addressed their joyful song:

"'All glory be to God on high,
And to the earth be peace:
Goodwill henceforth from heaven to men
Begin and never cease.'"

One historian tells us of being in the forests in Canada during the Christmas season. It was moonlight and through the trees he saw an Indian softly creeping and picking his way, eagerly peering to the right and the left. When asked where he was going he replied, "Me watch to see deer kneel. Christmas night all deer kneel and look up to Great Spirit."

So we find people the world over celebrating Christmas and the spirit of universal love prevailing through the birth of the Christ Child. In his poem, "Everywhere Christmas," Phillips Brooks says:

"Everywhere, everywhere, Christmas tonight!
Christmas in lands of the fir tree and pine,
Christmas in lands of the palm tree and vine,
Christmas where snow-peaks stand solemn and white,
Christmas where cornfields lie sunny and bright!
Christmas where children are hopeful and gay,
Christmas where old men are patient and gray,
Christmas where peace like a dove in his flight
Broods o'er brave men in the thick of the fight;
Everywhere, everywhere, Christmas tonight.
For the Christ Child who comes is the master of all;
No palace too great, no cottage too small."

## CHRISTMAS IN DIFFERENT COUNTRIES

All civilized countries today celebrate the Christmas season, according to their national characteristics. Each has its own customs growing out of the past, but to all it has a significance and deep meaning.

"In Norway they leave a basket—
The queer little girls and boys—
To be filled by good old Santa
With candies and nuts and toys.

"In Holland, a shoe is waiting,
In Germany always a tree;
But the good American stocking
Is the best for you and me."

**England.**—People of the British Isles were quick to seize the idea of Christmas and as the centuries rolled by each one found the growth of new customs. As far back as 878 A. D. we can read the history of a Christmas in England, for King Alfred was holding revelry when he was surprised by the Danes. His army was cut to pieces and he himself became a fugitive. He later recovered his army, conquered the Danes and forced them by treaty to accept Christianity. After the conquest Christmas revelries increased in splendor at court as well as among the people. The celebration began December 16 and continued until January 6, or Twelfth Night. Everyone joined in the merrymaking and perhaps it is this carefree spirit that has gained the island the name of "Merrie England." So have people become accustomed to the greeting, "Merry Christmas." All classes of people joined in the festivities. The English country gentleman held open house and the home was thronged with tenants and with friends. It was the English who originated many of the customs which we associate with Christmas. The boar's head, the peacock pie, mince pie, plum pudding, yule, log, can all be traced to England.

But the backbone of Christmas observance and festivities was broken by the Puritans in the seventeenth century. The Protestants were people who protested against many religious forms of worship. Among other things they protested against the observance of Christmas. The Puritans worked to abolish it, and on December 24, 1644, the English Parliament ordered "that no observance shall be had of the twenty-fifth day of December, commonly called Christmas Day; nor any solemnity used or exercised in churches upon that day in respect thereof."

This turned Christmas into a dull and cheerless work day. Many of the Puritans came to America, and settled where they could worship as they chose. The English Christmas was revived after twelve years, when English kings ruled again, but not with its old-time vigor. Christmas was observed in churches and families, but the jolly, hearty holiday season of the past was gone. The twelve years of non-observance had done their work. The restoration of English royalty brought back the observance of Christmas once more, but it was celebrated then, very much as it is now, there and in America.

Boys and girls in England and America look forward to hanging up their stockings on Christmas Eve in anticipation of a visit from Santa Claus. They believe he arrives, driving from the cold north, in a sleigh pulled by reindeer, with a pack of toys for the children.

**France.**—In France "Father Christmas" will fill with gifts every wooden shoe he finds awaiting him in front of the fireplace. Christmas carols, Christmas trees, feasts, dancing and giving to the poor, all are a part of the Christmas celebration.

**Germany and Holland.**—The Germans and Dutch celebrate the Christmas season with great heartiness and enjoyment. It is from them we hear first of Kris Kringle and it is to them we owe the association of St. Nicholas with Christmastide. The Germans make more of the Christmas tree than any other people. Sometimes they have more than one in the home and they take care that every home, so far as they can provide, has its Christmas tree. St. Nicholas Day is December 6. He died in 343 A. D. and very little is known of his life. But through the centuries St. Nicholas has assumed many characteristics until now he is a kindly old fellow, whom all people love, particularly children. It was the custom in Germany for many years to send a man around impersonating St. Nicholas to see if the children had behaved themselves during the year, and if so to find out what they would like most of all to have as a Christmas gift. How good the children must have been when they were expecting St. Nicholas to visit them at any time! The Germans are expert toy makers and for Christmas the children always enjoy having toys. These people give freely to the poor at the holiday season and spread good cheer. In the Baltic countries Kris Kringle, who brings the gifts, is supposed to be the Christ Child himself.

**Norway.**—The Norwegians are an hospitable people and at Christmas time they find a good opportunity to exercise this trait. These people offer a pipe of tobacco to their guests and a part of their celebration of Christmas includes the singing of national hymns. Unlike the English, Americans, and many other nationalities, the Norwegians have a very simple though hearty meal on Christmas Day. The children hunt for their Christmas gifts which have been hidden in unexpected places.

**Sweden.**—These people are noted for their cleanliness. So we find that one of their ideas in observing a holiday is to have a very clean house. Before the season begins the house is thoroughly cleaned in preparation of the festivities. The birds help the Swedes make merry on Christmas Day, for the Swedish people place sheaves of green or corn on poles and erect the poles on the yard so the birds, too, may have a Christmas meal! From this custom people in many countries now have Christmas trees for the birds. On the tree

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may be hung bits of fruits, suet, seeds or crumbs.

**Italy.**—Religious services, feasts and gifts feature the Italian Christmas. One of the interesting customs on Christmas is to draw lots from the "urn of fate" and according to the lot they draw, so is the present given to them. Some of the parcels are blank, so it is very exciting to see the result of the draw. There are presents for all, however, which are given later, so the children really need have no fear of being left without a gift.

One of the Christmas customs in many parts of Italy is for each child, under about fifteen years of age, to write a letter to his father and mother, and to his grandfather and grandmother, if they are living under the same roof, as they often are, promising obedience and expressing honor and affection. When thefamily gathers to eat Christmas dinner, each child reads his letter to the family and then it is given to those to whom it is addressed. This letter serves as a reminder of duty and love through the year.

**Spain and Russia.**—These two countries have games, gifts and folk dances with other ceremonies on Christmas Day. In some of the old cities of Spain, nativity plays are still performed. Christmas carols are sung on the streets in Russia. Bon fires and fireworks add to the excitement and pleasure.

**America.**—We all know how Christmas is celebrated in the United States with church services, Christmas trees, family reunions, gifts, feasts and decorating the homes with Christmas greens, and of the visits of good old Santa Claus, who fills our stockings if we leave them hanging for him by the fireplace.

But Christmas days have some historical significance to us in America.

Columbus entered the port of Bohio in the Island of Hayti on St. Nicholas Day, December 6, 1492. In honor of the day he called the port St. Nicholas. Columbus and his crew were the first white people to spend Christmas on this continent, so far as is known. The men on the Santa Maria and the Pinta had been looking for rich mines, of which they had heard. Christmas Eve came and a tired group of men were on the ships. As the sea was smooth and there was little wind, the men asked a young lad to keep watch while they retired for some rest. This lad is said to be the first Christian boy to spend Christmas on this continent, but it was an unfortunate Christmas for him. The ship struck on a sand bank and settled. It was a complete wreck. The crew escaped injury, but it was stranded on the island. Later the fortless of Navidad was built of the ship's timbers, which were saved from the sea on Christmas Day by Columbus, his men and some of the natives of the island. A native chief, Guacanagari, entertained Columbus on Christmas Day at a banquet, and we are told that at the feast the chief's clothing consisted of a shirt, a pair of gloves Columbus had given him, and a golden coronet on his head. This must have been a striking costume for a Christmas feast, but we have not adopted it as a national costume for the Christmas season.

The year 1607, Captain John Smith of the Jamestown settlement spent Christmas with the Powhaten Indians, for he was being held a prisoner by them.


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In 1776 Washington crossed the Delaware and surprised and captured nearly 1000 Hessian soldiers making merry on Christmas night.

Christmas of the year 1799 found all America mourning the death of George Washington.

Peace, after the heartrending battles of the World War, made the Christmas season of 1918 one of deepest joy and significance.

## CHRISTMAS CUSTOMS

**The Christmas Tree.**—The Teutons in celebrating the holiday season began the custom which has come down to us today, the decorating of a fir tree—the Christmas Tree, as we call it now. When the Teutons decorated the tree it meant to them an honor to the sun, for they thought of it as rising higher and higher in the sky and spreading its light as the spreading and blossoming of a great tree. Lights that twinkle on the Christmas tree are said to mean the flashing lightning in the heavens. The golden apples, nuts and balls represent the sun, moon and stars. The animals hung on the tree imply the sacrifices the early people made to their god.

**The Mistletoe.**—Mistletoe was cut from the sacred oaks in the olden days by the white-robed priests of the Druids, using a golden sickle. The Druids also used holly and laurel, but they held the mistletoe in greatest reverence because of its mysterious birth. The mistletoe is a parasite and grows out of the branches of some trees. The plant was supposed to have medicinal power, though it has not been found by scientists today to have any value. After cutting mistletoe it was kept as a charm to keep away witches. It was supposed to not only make people see ghosts but to make ghosts walk. If the mistletoe were hung around the neck it was a charm that would keep the evil spirits away and bring good luck. The superstition was that a maid who was not kissed while under the mistletoe would not have a husband for another year. The mistletoe is not now a shelter for fairies and spirits, but to us it is an emblem of resurrection and immortal hope. We use the green plant with its glittering, wax-like berries for Christmas decoration and it is a source of fun for old and young alike to catch someone standing under the mistletoe.

**The Yule Log.**—England and Scotland more particularly are the countries that have fostered the custom of burning the Yule log. Christmas is often called the Yuletide by the Scotch and English. The ancient Goths and Saxons called their festival Yule, and it is preserved to us in that name. A few days before Christmas the custom was for those celebrating Christmas together to go out into the forest and choose and cut a large log to burn in the fireplace. The log was not to be taken into the hall until it was time to burn it, for that would mean bad luck. If the logs were not large enough to burn through the

day, then, too, it meant bad luck through the coming year to the family. Many persons gathered in the ancestral halls of England to celebrate Christmas. While gathering the greens and logs they merrily sang songs:

"Lo, now is come our joyfull'st feast!
Let every man be jolly,
Each room with yvie leaves be drest,
And every post with holly."

When the log was carried in, each member of the family sat on it in turn, hoping this would bring them good luck. A piece of the log was left with which to light the next year's log. It must have been a happy sight to see the merrymakers in the dim shadows of the halls of the English ancestral homes on Christmas Eve; to see the festoons of Christmas greens, and to hear the merry voices of the family and guests while—

"The fire, with well-dried logs supplied,
Went roaring up the chimney wide."

**The Boar's Head.**—The boar's head in England held the place of honor in the festive board. It was carried in on a large salver by a servant and placed in front of the carver. This stately custom serves as a reminder of the tale of the student of Queen's College, Oxford, who was attacked by a boar on Christmas Day. The student choked the savage animal with a copy of Aristotle and, cutting off his head, he took it home for dinner. The hunt for the boar and the killing has been a great sport in England for many years.

**Mince Pie.**—Mince pie is inevitably a part of the Christmas menu. We are told that it commemorates in its mixture of oriental ingredients the offerings made to the Christ Child by the Three Wise Men.

**Christmas Cards.**—Sir Henry Cole, an English lord, is said to be the person who originated the sending of cards at Christmas time. He ordered some made and decorated with sprays of mistletoe, holly and Christmas greens, and a Christmas message was placed thereon. Many people liked this idea and it has grown and spread until numerous cards are exchanged during the Christmas season, instead of presents.

**Christmas Carols.**—Ever associated with Christmas is the sweet Christmas music which has come to us from many countries. The spirit of peace and good-will has proved an inspiration to poets and musicians alike and our Christmas songs are the most beautiful of those of any season of the year. For centuries Christmas carols have been a feature of the season and how joyous a thing is the carol when sung by a group of children on Christmas Eve to some invalid or old person who cannot go out to the services, but must have the spirit of the holiday season brought to him! And again, the white-robed choir singing the hymns of the birth of Christ—how beautifully it blends with the feeling of "peace on earth, good will to men." These carols were sung in the old countries for many centuries and they have come to us in all their richness, beauty and appeal.

## SUGGESTIONS FOR THE CHRISTMAS PROGRAM

### Christmas Pictures

Not only should the true spirit of Christmas be encouraged in the children by the exchanging of gifts, by the story of Christmas, and by the program, but the great pictures of the world by famous artists should be studied. Reprints of these may be obtained from various sources, among them being the Perry Picture Company, 7, Malden, Mass., and from Milton Bradley, San Francisco. Some of the pictures which may be studied include Raphael's masterpieces of the "Madonna of the Chair" and the Sistine Madonna. Other artists whose creations of the Madonna are great and beautiful include Andrea del Sarto's Madonna of the Sack; Leonardo da Vinci's Madonna of the Rocks; Titian's Assumption; Correggio's Holy Night; Murillo's Immaculate Conception. Fra Filippo Lippi and Botticelli both have painted wonderful conceptions of the Madonna.

A story is told of Raphael's "Madonna of the Chair" which explains its origin. Raphael had the idea of the picture for years, but he could not find a fitting model. One day he saw a peasant woman seated with a child in her arms while another stood near by. She was the type Raphael desired. He took his pencil and, lacking paper, he used a smooth barrel head which was nearby and made his sketch upon its surface. It was from this rough sketch that the picture which is often called the most popular painting ever made was begun. The picture is now hung in the Pitti gallery, Florence, Italy.

The Sistine Madonna is an ideal Christmas picture. It shows the Holy Mother with the beautiful Christ Child in her arms. The picture is suggestive of a vision. There are curtains drawn aside and a halo which sheds a light over the Mother and Child comes from many angel faces. The cherubs at the foot of the picture gaze upward with enraptured faces. A number of stories concerning these cherubs are told; one, that they were painted by Raphael from two little boys who watched him at work; another, from twins who gazed sweetly at their mother while she was telling them a story. The third story tells us that when falling asleep with his mind on his work one night, the great artist saw the cherubs in his dreams. Some people say that the picture was completed without the cherubs, but while it was on exhibition two pretty boys leaned over the rail to admire it. Raphael was so struck with their expression that he took his picture again and painted in the boys. This picture is set aside by itself in a gallery in Dresden.

The word "Madonna" is the Italian word for "my lady," meaning Mary, the mother of Jesus.

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If a large Christmas tree is not used in the school room, have the children form a living tree during the program. Each child may bring a branch of cedar to school and decorate it as a Christmas tree. The children may march to the place where the tree is to stand, each bearing his branch. The smaller ones may mount on boxes or steps circled there for the purpose, while the other children standing at the foot graduate the height with their branches held aloft. From the branches of the tree may come the sounds of Christmas carols sung by the bearers of the branches.

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Another song game that is good for the school program is the hiding of the gifts while a child is sent out of the room. When the child returns to hunt the gifts the children in the room sing Christmas songs. If the child is near the gift—is "warm," in other words—the children sing louder; when the child is "cold" the children soften their voices accordingly.

## CHRISTMAS SELECTIONS

### Quotations

Soon, over half the earth,
In every temple, crowds shall kneel again,
To celebrate His birth,
Who wrought the message of good-will to men,
And bursts of joyous song
Shall shake the roof above the prostrate throng. —Bryant.

When bells of Christmas ring,
Joyous and clear,
Speak only happy words,
All love and cheer.
—Emilie Poulsson.

Beautiful bells of Christmas
Ring in the belfry, ring!
In Bethlehem's lowly manger
Slumbers a little King.
—Susie M. Best.

### Merry Christmas

In the rush of the merry morning,
When the red burns through the gray,
And the wintry world lies waiting
For the glory of the day;
Then we hear a fitful rushing
Just without upon the stair,
See two white phantoms coming,
Catch the gleam of sunny hair.

Are they Christmas fairies stealing
Rows of little socks to fill?
Are they angels floating hither
With their message of good will?
What sweet spell are these elves weaving,
As like larks they chirp and sing?
Are these psalms of peace from heaven
That these lovely spirits bring?

Rosy feet upon the threshold,
Eager faces peeping through,
With the first red ray of sunshine,
Chanting cherubs come in view;
Mistletoe and gleaming holly,
Symbols of a blessed day,
In their chubby hands they carry,
Streaming all along the way.

Well we know them, never weary
Of this innocent surprise;
Waiting, watching, listening always
With full hearts and tender eyes,
While our little household angels,
White and golden in the sun,
Greet us with the sweet old welcome—
"Merry Christmas, every one!"—Anon

### To the Fir-tree

O Fir-tree green! O Fir-tree green!
Your leaves are constant ever,
Not only in the summer time,
But through the winter's snow and rime
You're fresh and green forever.

O Fir-tree green! O Fir-tree green!
I still shall love you dearly!
How oft to me on Christmas night
Your laden boughs have brought delight,
O Fir-tree green! O Fir-tree green!
I still shall love you dearly.
—From the German.

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### O Little Town of Bethlehem

O little town of Bethlehem,
How still we see thee lie!
Above thy deep and dreamless sleep
The silent stars go by;
Yet in thy dark streets shineth
The everlasting Light;
The hopes and fears of all the years
Are met in thee tonight.

For Christ is born of Mary,
And, gathered all above,
While mortals sleep, the angels keep
Their watch of wondering love.
O morning stars, together
Proclaim the holy birth!
And praises sing to God the King,
And peace to men on earth.

How silently, how silently,
The wondrous gift is given!
So God imparts to human hearts
The blessings of His heaven.
No ear may hear His coming,
But in this world of sin,
Where meek souls will receive Him still,
The dear Christ enters in.

O holy Child of Bethlehem!
Descend to us, we pray;
Cast out our sin, and enter in,
Be born in us today.
We hear the Christmas angels
The great glad tidings tell;
Oh, come to us, abide with us,
Our Lord Emmanuel!

—Phillips Brooks.

### Christmas Song

Why do bells for Christmas ring?
Why do little children sing?

Once a lovely, shining star,
Seen by shepherds from afar,
Gently moved until its light
Made a manger-cradle bright.

There a darling baby lay
Pillowed soft upon the hay.
And his mother sang and smiled,
"This is Christ, the holy child."

So the bells for Christmas ring,
So the little children sing.

—Lydia A. C. Ward.

### December

Oh! holly branch and mistletoe,
And Christmas chimes where'er we go,
And stockings pinned up in a row!
These are thy gifts, December!

And if the year has made thee old,
And silvered all thy locks of gold,
Thy heart has never been a-cold
Or known a fading ember.

The whole world is a Christmas tree,
And stars its many candles be.
Oh! sing a carol joyfully
The year's great feast in keeping!

For once, on a December night,
An angel held a candle bright,
And led three wise men by its light
To where a child was sleeping.

—Harriet F. Blodgett.


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### WESTERN SCHOOL NEWS

Ex-Superintendent of Schools of San Francisco Alfred Roncovieri was elected a member of the San Francisco Board of Supervisors for a four-year term.

James Ferguson, principal of the Chico high school, in introducing President Suzzalo to the teachers of the C. T. A. Northern Section, made a very appropriate speech. It created much favorable comment. The art of making an introductory speech is more difficult than any other form of address. It is said that Dr. Suzzalo was so pleased with the introduction that he reacted with the best speech of his tour.

The Danville High School, Contra Costa County, under the leadership of V. R. Belieu, has increased from 42 to 88 students. There has also been added a new building for shop purposes. There are six teachers.

Con A. Davis has prepared an excellent outline on Objectives in Americanization. It is divided into several parts—first, The Objectives of the Immigrant; second, The Objectives of the Teacher; third, Objectives for Administration; fourth, General or Community Objectives. Each objective is carefully worked. Mr. Davis, who is one of the most progressive teachers in the San Francisco school department, has worked a plan that is really worth while. Write to him for free copy of his "Objectives"—Con A. Davis, 666 Filbert street, San Francisco.

E. Morris Cox has written a brief history of the fifty-nine years of educational organization in the State under the California Teachers' Association. There is no one in the State better qualified than Mr. Cox to write the history of the association. He was the real founder of modern teacher organizations and the plan that he submitted at the Fresno meeting in 1906 has been copied in many States. Mr. Cox has made in this brief history a contribution of real value to the history of education in California.


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# Let's Get Down to Brass Tacks—An Experiment in Rating the Absolute Value of Text Books

By Irmagarde Richards

For a long time a feeling of uneasiness has pervaded the educational world. Year after year we have watched the little children pouring into the big end of the Horn of Education, by thousands, hundreds of thousands! We have seen the small remnant filing out of the other end, and have wondered at the heavy loss. Other conditions have disturbed us—the evidences of retardation in the grades, the too-frequent mal-adjustment, even of the high school graduate, to the needs of practical life or the requirements of college.

The Great War came on, and the abrupt shattering of our ideals regarding German civilization and culture, and with this shattering, a deepening distrust of our own scheme of education, based so largely on German theories of pedagogy. The "System" was obviously wrong, that orderly and careful system by which an exact curriculum was established, and the child, every child, had to fit himself to its rigid requirements.

A new note came into the voices of the world of education. The "System" was wrong. Not only the system, but systemic education was challenged. Children must not be forced to fit themselves to a curriculum. Curricula must be made to fit themselves to the individual child. The "Individual Child!" Today this is the keynote of all educational discussion.

Does the "Individual Teacher", standing before her restless roomful of fifty children, ever feel a terrible sinking of the heart, a bewildered dismay? How is she ever, alone and unaided, to discover the true individuality of each of these child en committed to her hands? How is she to fit the course of study to those fifty individual needs?

Does the superintendent, alone in his office, pondering over his "Retardation" data, his Course of Study, his difficulties of personnel—does he ever feel appalled at this outcry for the individual child, wondering how he can adjust the complicated machinery of his office to this new demand?

One superintendent did. It was Superintendent Hanlon of Contra Costa County. He looked at the course of study on his desk, at his list of textbooks, at his teaching force. Then he turned around and looked squarely at the "individual child," at several thousand of him, in fact. And then he said, "Let's get down to brass tacks. What do we know about this individual child? What kind of a course he needs? What kind of textbooks? What kind of teaching? It's plain I can't find out a thing about him, yet I am responsible for his course of study and the books he studies. His teacher can find out a little about him in the brief chance she has at him, but how can she adapt her teaching to his dimly discerned individual needs? Practically she can't."

Whereupon this very practical superintendent of schools sent out a call, to page Somebody, Anybody, who could give him some honest to goodness facts about this appalling individual child and his individual needs.

You know who stepped forward to answer the call. The psychologists, of course, with their impressive machinery of measurement tests. Superintendent Hanlon met them cordially half way. But right there he defined what he meant by half way. "We can't spend our money to make tests and amass data that are to be stowed away on dusty shelves. The man who can get me facts about our children that can be directly and practically applied to our course of study and our choice of textbooks—facts that will simplify my teachers work, not complicate or befuddle it, that man gets the job of lining up the individual children of Contra Costa County."

Professor Raymond H. Franzen of the University of California undertook the task. He has a contract for a four years' survey of the schools of Contra Costa, and now at the end of one year, results are already beginning to appear from the data amassed in the preliminary tests.

These tests of the ability and capacity of individual children need no special description, as the methods used and the results obtained are now more or less familiar to everyone in the educational world. True to his pledge, as fast as this data comes in, Professor Franzen is not permitting it to be "stowed away on dusty shelves" but is using it as the basis for practical help along the lines of classifying and grading the children in the schools. This useful application of the results of individual testing is also becoming fairly familiar to us all.

But Superintendent Hanlon and Professor Franzen are using this collected data as the basis for a definite study which is as novel in its plan as it will be revolutionary in its results. They are applying it to an exact test of textbooks, by which they hope to arrive at a standard of valuation far different from the old hit or miss method of trial and failure. Their plan is so ingenious and practical, and its results will be so eagerly awaited, that a detailed explanation of the test should be of interest to everyone.

The textbooks under consideration are to be tested on four different counts. The first count they call the "Comprehensibility" of the book, and their methods of arriving at conclusions on this point are as follows. Say ten textbooks are to be rated as to the relative ease with which they are understood by the children. The texts chosen for the tests would be ten which were on the same subject, written, let us suppose, for use in the same grade of the schools. From each of these ten books a considerable number of passages are selected, the same number from each book, the passages to be typical of the general style of the book. To each of these passages a few brief and sensible questions are appended, questions that will draw out from the child replies which will indicate how well he has understood the language and the meaning of the text.

Now observe that this is a test of the book, not of the child. These selections and questions are to be submitted to a thousand children, but the children to whom they are to be submitted are to be of approximately uniform mental ability —that is, they have been chosen on the basis of the preliminary intelligence tests. The text book selections then are passed out to one thousand children, of fairly uniform ability, and as far as possible under uniform conditions.

A summary will be made of the answers given by the children to the questions on the selections from each of the ten books. The percentage of correct answers will be found for each book. It will readily be seen that this percentage will give a very definite and satisfactory rating to each book on the basis of "Comprehensibility."

While of course it is essential that a text book should be easily understood by the children for whom it is intended, the second count of the test is perhaps even more important—that is, the relative degree of interest which each book arouses in the children who are using it. For every teacher knows to her cost that if a book is just naturally uninteresting to the children, no amount of moral suasion or pedagogic wiles can make much of a success of teaching that book

The method of arriving at conclusions on this point are so carefully planned that the "margin of error" seems pretty well eliminated. First of all, the plans are laid for a series of 45 tests, that is, each of the ten books is to be tested against each one of the others. To the non-technical mind at first sight this would seem to necessitate 90 sets of tests. But figure it out for yourself, or take our word for it, 45 is the right answer. For this purpose of making the tests 45 grades are selected in different schools. Say the texts are supplementary history books, all on the same general subject, planned for the sixth grade. The 45 sixth grades will not be selected at random, but will be sixth grades of practically uniform ability, as established by the preliminary individual tests and consequent classification and grading.

Suppose then that one pair of the text books is being tested in one of these selected sixth grades. A full set of each text is on the shelves, one copy for each child. The lessons are assigned to each book on alternate days, until the children are quite familiar with each of the two books. Then on certain days the teacher will assign a lesson and say,—"Study it out of either one of the books, take your choice." With a full set of each to choose from, it is quite safely assumed that the child will choose to study his lesson from the book that he likes best, that is, the book which has roused in him the warmest interest.

A record of this voluntary choice made by the children, and a checking of the records for each of the 45 sets of tests will quite definitely establish a rating for each of the ten books on this important count of inherent interest.

In securing the data for these two tests of the text books Mr. Hanlon has had the hearty co-operation and warm interest of his teachers. They are alive to the importance of this work in which they are assisting, and are aware that its results will be watched with eagerness not only in their own county but throughout the school systems of the nation.

Mrs. Whitbeck, the county librarian, has also assisted in the work by directing the

purchase and distribution of books being tested.

The third point on which the books are to be rated is called "Permanent Value of Content." This rating is not established by reference to the children using the text, but by subjecting its content to comparison with the corresponding needs and requirements of the world into which the children must enter equipped by their study of these texts. The criteria for this count have not yet been so definitely worked out as in the case of the first two points.

The fourth count to be considered is based on technical points of book-making—quality of paper, type, length of line, binding, etc.

These four counts cover pretty completely the important matter which should influence our choice of textbooks. At the present time, when we look over a new text, and try to arrive at a judgment as to how the children will react to it, how well they will comprehend it, and how warmly it will rouse their interest, we can be guided only in part by our judgment and experience. In the main, the results must be left to chance.

In view of this fact, we follow with immense interest the attempt of Professor Franzen and Superintendent Hanlon to establish a definite and trustworthy standard by which a textbook can be judged. When it is established, this piece of work alone will have justified Mr. Hanlon's choice of an expert who knew how to say:

"Let's get down to brass tacks. Let's find out something definite about this Individual Child, and when we have found it out, let us use our knowledge to test our books and our curriculum and to make them fit his needs, so that the Child may be delivered from the tyranny of the System."

## INSTITUTE WORK IN SHASTA COUNTY

Realizing that the time, effort and money spent on teachers' institutes did not bring the proper returns, the county superintendent of schools of Shasta county, Mrs. Charlotte Cunningham, determined to depart this year from the old-time plan. She is calling two series of one-day institutes; one has been held this fall and another will be held in the spring.

The elementary teachers were grouped according to location and needs of the individual teacher. Summer school teachers, city teachers and those with similar problems were grouped together. The smallest numbered fifteen and the largest twenty-three. There were six elementary groups and one secondary group.

The school survey made last year revealed the need of intensive work in reading, so this subject was made the principal objective of this year's institute work at the fall institute. In order to forward this, Miss Clara E. Kaps, the reading expert of the Chico State Teachers' College, was the chief instructor—the only one from out of the county. All other work was done by local teachers and by the rural supervisor of schools, Mrs. Ethel S. Ward, who gave Penmanship Methods. Local teachers led discussions in project work, silent reading, regional and journey geography, art work, and physical education. These teachers were largely selected from those who attended summer schools last year.

While there was a definite program arranged for each meeting, it was planned to make them as informal as possible. Miss Kaps urged the teachers to interrupt her lecture at any point and throughout the day they were asked to present their problems for discussion.

The series to be called in the spring will take the form of checking up on the work evolved from the first series. It is also planned that the coming ones will take somewhat the study form.

Instead of great "gobs" of information being hurled at the teacher, which she silently takes in part or wholly rejects, the Shasta county plan endeavors to release her from repression, awake her initiative, arouse her enthusiasm, and make her a responsive and individual part of the educational system.

The public, at least the local newspapers and most of the teachers, have expressed approval of the change in the plan of conducting institutes. While this type of institute is in embryo, its possibilities of growth are great.

## TEMPEST IN A PERCOLATOR

The attempts to discredit certain textbooks have proven a tempest in a percolator. At Sacramento charges were made that Muzzy's History was pro-English, but after careful investigation the Board of Education decided to retain the book. Muzzy's History is one of the most popular high school texts in use in the schools of the country, and it has stood the most severe tests on historical accuracy and proper approach to the historical problems pupils must solve. The book is especially popular with teachers and pupils. It is fortunate that teachers more and more refuse to be propagandists for statements based on prejudice. The final outcome of teaching must be based on a search for the truth. . The question of the historical value of textbooks should not be decided by class organizations, nor by daily newspapers.

Deputy Superintendent of Public Instruction Job Wood, Jr., is now living at Pacific Grove, California. He has been given a leave of absence to January 1, 1924. Job Wood, Jr., is typical of the highest type of citizenship. He was educated in the public schools and at the State Normal at San Jose. After teaching a few years in Monterey County he was elected county superintendent of schools, and put Monterey County on the educational map of the State. His career as county superintendent was noted for the selection of fine, professionally trained teachers, for annual institutes and practical character and high standards of certification and professional spirit. It was for this reason that Thomas J. Kirk selected him as an associate in the office when he became superintendent of public instruction in 1900. He has served continuously ever since. His service was above politics or personal favor. Will C. Wood, in commenting on Job Wood's temporary retirement, said:

"Throughout his entire career he has been one of California's most faithful servants. He asked for a rest from his labor, urging personal reasons which I cannot overlook. It is understood that if Job Wood wishes to return before the expiration of his leave of absence he may do so. The State educational office will always have a place for the man who has served it so well."


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Superintendent C. W. Edwards of Fresno County was noticeably absent from the annual convention of City and County Superintendents at Riverside. In view of the fact that he was on a honeymoon trip, the convention excused him. The superintendents were generous in their congratulations and had he appeared at the convention, Riverside's total supply of rice would have been used, and perhaps some old shoes. Superintendent Edwards is one of the most progressive and popular superintendents.

James A. Barr, the manager of the Sierra Educational News, made a real journalistic hit in his report of the County, City and District Superintendents Convention at Riverside. It was concise, comprehensive, well balanced, accurate and "sympathetic." As a report it is worthy to be considered a model.

## ANNUAL CONVENTION PROGRAM

### Of County, City and District Superintendents, Riverside, California, Mission Inn, October 15 to 19, 1923

The convention met Monday morning at 11 a. m., with music, prayer and speeches. Mayor S. C. Evans welcomed the teachers and Superintendent Dave E. Martin of Alameda County made a witty, informal address punctured with stories, old saws, poetry, epigrams and sound sense. This was followed by a speech by Mrs. Richardson, the hostess of the Inn and a sister of Frank Miller, who spoke her welcome to superintendents with such sincere good feeling that it made every superintendent realize that Mission Inn at its attractive environment was made for the enjoyment of the guests. Frank Miller, the master of the Inn, was missed, having been called to San Francisco. He is a part of the place, and Mission Inn without him lacks his personality, which is one of its most essential qualities.

Will C. Wood then gave the opening address, which was a logical presentation of the arguments in favor of the American school program with California at the peak. He avoided all criticisms of his critics and gave a clear, definite statement of the needs of the school and the dangers of adverse legislation.

The general sessions on Monday afternoon was presided over by Superintendent J. E. Hancock. The subjects of discussion were: "The Supply, Placement and Training of Teachers" and "Trustee Problems."

Tuesday Superintendent Bugbee of Humboldt presided; topic, "Rural Supervision." Superintendent Hartzell presided in the city and district superintendents' section; topic, "Social Courses." Tuesday afternoon Superintendent Harry Bessac of San Joaquin presided; topics, "Public School Teachers' Retirement Salary Fund" and "The School and the Community." Wednesday morning Charlotte Cunningham presided; topics, "American Education Week" and "The Teacher Tenure Law."

Thursday morning Superintendent Mark Keppel presided; topic, "Making the School Budget." Thursday afternoon W. L. Stephens of Long Beach presided; topics "Are the Schools Costing Too Much?" and "Reorganization of the Elementary Curriculum and California School Texts."

The rural supervisors' meeting on Monday, Tuesday and Wednesday were of special interest. Mrs. Grace Stanley presided.

The visit to the demonstration school at Cucumonga was an event. This is the school that Mrs. Grace Stanley resigned from to take her present position as commissioner of elementary schools. The Cucumonga school is unique. It is organized on the fundamental principle of giving freedom to the child at work and at play. The activities are based on the child's initiative. The superintendents were shown the various class rooms, examined the work, and studied the pupils' activities, and then proceeded to the assembly hall, where they were received by Mrs. Adelia A. Samuels, the principal. After a brief statement of the school and its experimentations, the superintendents began to ask questions. There were flashes of wit, philosophy, pedagogical conundrums, psychological riddles and a little argument. Mrs. Samuels, with charming poise and felicity of expression and clearness of statement, answered each question seriously or humorously according to the spirit of the question. The visitors were served with refreshments.

### The Banquet

The women educators gave an annual banquet at which Mrs. Grace Stanley was the guest of honor. About 50 women attended. Miss Ada Yorke, superintendent of San Diego county, presided. There were many witty speeches. Mrs. Agnes Ray, Mrs. E. B. Phillips and Carrie Parsons Bryant of the State Board of Education, Mrs. Will C. Wood, Dr. Louise Harvey Clark, Mrs. Geo. P. Lorenz and Mrs. Stanley B. Wilson were among the speakers. Those who spoke included Susan M. Dorsey, Eva Holmes, Ella Austin, Mrs. Long, Katherine Gray, Louise Clark, Mrs. Minnie Gray, Agnes Howe, Miss Morris Wagner, Mrs. Cheney, Mrs. Snell.

### Tuesday Evening

A special meeting was arranged in the dining room of the Mission Inn for the discussion of the Richardson budget and some side remarks on the enemies of a progressive program for the public schools. Mark Keppel delivered his well known phillipic on the retardation program of the administration. Fred M. Hunter, H. B. Wilson and E. Morris Cox were the other speakers. It was an evening of tense oratory. E. Morris Cox made the highest peak in his flight when, quoting Roosevelt, he said: "We cannot be divided here."

The convention appointed a committee consisting of Mark Keppel and Ira Landis to pay tribute to the memory of Mr. and Mrs. Edward Hyatt, who after years of service to Riverside County and the State of California are at rest in the beautiful cemetery at Riverside. A pilgrimage was arranged, Superintendent Landis acting as master of ceremonies. A. M. Wheelock placed a wreath of flowers on the graves. Harr Wagner delivered a brief eulogy and the audience sang "Nearer My God to Thee." The fragrance of the flowers, the perfume of the air, rested like a benediction on the superintendents who gathered to honor Mr. and Mrs. Hyatt.

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## RESOLUTIONS ADOPTED BY UNANIMOUS VOTE OF CONVENTION OF COUNTY, DISTRICT AND CITY SUPERINTENDENTS, AT RIVERSIDE, CALIFORNIA, OCTOBER 19, 1923.

(These resolutions are printed in full, for they represent more fully the thought and feeling of the school administration than any document as yet presented.)

The county, district and city superintendents of California in annual convention assembled reaffirm their abiding faith in the public schools, declare their confidence in the intelligence, loyalty and ability of the citizens of the state to foster and protect this bulwark of democracy, and hereby rededicate themselves to the unfinished task of extending equal and adequate educational opportunity to all the children of all the people of the state.

Meeting at a time when the forces of both autocracy and anarchy in this and other lands are arrayed against the peaceful administration of constitutional governments by and for all the people of states and nations, we, as representatives of the public schools, accept the challenge to lead the children of this generation and their children's children away from the catastrophe of both autocracy and anarchy to the peace, prosperity and happiness of a living democracy founded on economic and social justice as well as on personal and political freedom. The race is now truly on between universal knowledge and catastrophe.

The year 1923 marks the beginning of a struggle in California between the reactionary forces of society and a progressive democracy. It is not strange that the public schools should have been singled out in this first attack. In the official archives of this state future historians will find such recorded in a governor's budget message February 1, 1923, and in language as follows:

**Charge 1.** "Extravagance in educational matters has run riot during the past few years."

**Our Answer:** This was wholly unsupported by evidence and was later proven to be false by the facts submitted to the Legislature and to the people of this state through the office of the State Superintendent of Public Instruction and through other sources.

**Charge 2.** "Politicians in the guise of educators have squandered the people's money with a lavish hand and have denounced advocates of thrift as enemies of education."

**Our Answer:** This charge against a body of honorable citizens, none of whom he has dared to name, the Governor has utterly failed to prove.

**Charge 3.** "A great political organization has been built up which has cost the people an immense sum but has added little to the value of education given school children."

**Our Answer:** This covert attack on the California Teachers' Association displays an ignorance of the functions and services of this association to the children and teachers of the state and a temper of mind wholly unworthy a governor's chair.

**Charge 4.** "The laws have been cunningly amended so that supervisors, school boards and boards of education have little control over the expenditures of school money, and hence cannot check extravagance."

**Our Answer:** That this charge is not based on fact is recognized by school boards of education and may easily be ascertained by anyone who will read and can understand the school laws of California.

Specific attention is here called to misstatements of facts in the budget message referred to in relation to expenditures for public school purposes. This budget message declares that the budget amounts to less than $80,000,000 and that "More than 60 per cent of the budget is for education," while in truth the state budget of 1923 amounts to more than $116,000,000 and less than 45 per cent of the budget is for education. These facts should also be recorded in the archives of the state to the end that the citizens of today and the historian of the future may alike be undeceived.

Public attention is here called to a solemn pledge made before election to the effect that reduction of state expenditures would be made without "Harm to any educational or humanitarian function of the state." How faithfully that pledge has been kept may be found in the items:

(1) The curtailment of the work of teacher training institutions of the state at a time when increasing population and higher standards are making heavy demands for more and better teachers; and

(2) In failure to make appropriations for cooperation with the Federal Government for the


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rehabilitation of men and women crippled in industry; and

(3) In failure to provide for the Americanization of foreigners resident in this state; and

(4) In refusal to make adequate provision for the unfortunate wards of this state in the institutions for the deaf and blind; and

(5) In denial to the children of the state necessary elementary textbooks as required by the constitution of the state; and

(6) In failure to provide for the publication of the school laws of the state; and

(7) In failure to provide adequate money for the business management of the teacher training institutions of this state.

We affirm that 1923 will stand conspicuous in the annals of California for an unwarranted assault made upon the educational and humanitarian functions of the state by reactionary forces of society and for the single purpose of enabling favored classes of property to evade just and equitable taxation for the support of these functions of the state.

We call public attention to the criticisms leveled against the public schools in regard to (a) the results of school work, (b) courses of study pursued, (c) advancing costs, and (d) increasing time that pupils remain in school. We invite an intelligent, dispassionate examination of all such criticisms, to the end that errors may be corrected and needed improvements may be made. We urge the friends of public education to familiarize themselves with the available conclusive evidences that the courses of study and the results of school work are more efficient than ever before; that in comparison with other advancing costs, schools are economically operated, and that the rapidly increasing enrollment of pupils for longer periods of schooling are only a few of the social economic facts in keeping with a newer social and economic development of society, and in accord with the demands of the people for a better and more universal preparation for democratic citizenship as an inalienable right of every American youth. We further urge the friends of public education to become aware of organized and financed propaganda which is everywhere today challenging this ideal of American public education.

We openly affirm, and challenge anyone to prove the contrary, that the results secured by the public schools in the teaching of the fundamentals are not only not inferior to the results produced a generation or more ago but that they are very superior to those earlier results, although subjects are now taught with correspondingly satisfactory results. The critics who assert the superiority of the earlier schools, as evidenced by their own abilities, forget the growth they have achieved in the world of experience and tend to idealize the schools they attended and the results they produced to the extent of quite seriously distorting the facts. The same tests used in Boston and Springfield, Massachusetts, to measure the results produced by older schools when applied to determine the abilities of pupils trained in our schools of today, show conclusively the superior results secured by the modern schools, even though now all children are enrolled whereas the earlier schools were attended by only the few who desired to attend school.

We congratulate the people of California on their educational leadership in the state department at Sacramento. Fortunate indeed are the children, parents and teachers of California that they have in a crisis like the present a leader with the intelligence, ability, wisdom and courage of Hon. Will C. Wood, to carry forward the banner of truth in defense of the public school. Generations of Californians who follow will honor him and the cause he has so worthily served as we of today honor ourselves in cherishing the memory and work of John Swett, who laid deep and firm the foundation of California's state school system. We here also wish to record our appreciation of the unanimity of opinion and solidarity of purpose among the great army of public school teachers, parents and friends of education, and we here declare in the words of that great apostle of truth and defender of the right, Theodore Roosevelt—

"We must not be divided here."

Now, therefore, be it resolved by the county, district and city superintendents at Riverside in convention assembled, that the foregoing statement be issued to the people of California as the official statement of this convention in answer to the attacks that have in recent months been made upon the public schools of California, their officials, administrators and teachers.

And be it further resolved,

1. That we favor the repeal of the present law providing for the registration census or such changes of the law as will render it effective and valuable.

4. That in the recent death of Mrs. Margaret erning the advertising of school trustee elections the last Friday of March.

3. That we pledge our best endeavors to promote continuous sympathetic and effective instruction against the use of narcotic drugs.

4. Thtt in the recent death of Mrs. Margaret G. Hyatt, widow of former State Superintendent of Public Instruction Hon. Edward Hyatt, we recognize the loss to public education of a sincere and devoted friend, who rendered notable service to the public schools of Riverside county and the state in association with the public services of her husband.

5. We miss the presence of our beloved coworker, in the cause of democracy and public education, Dr. George W. Stone. The schools of California have had no more loyal supporter than our deceased friend. He was appointed to the State Board of Education in 1913. During his ten years of service he had a prominent part, in spite of his advanced years, in the splendid reorganization of education toward more democratic ideals which has commanded the attention and approval of educators everywhere. To the last he was faithful to the vision of a better America through better education.

We therefore resolve that in his passing, the cause of the schools has suffered a great loss and we have lost a beloved friend.

6. That we extend the hearty appreciation of the convention to the press of Riverside for generous reports of the affairs of the convention; to the Chamber of Commerce and to the Woman's Club of Riverside for gracious hospitality and a fine spirit of appreciation and helpfulness.

7. That the convention hereby acknowledges the courtesy and hospitality extended by the principal and teachers of the Cucamonga School i(n San Bernardino County) by holding open house on Wednesday morning, October 17th. We wish to thank Mrs. Samuels, the principal, for her informing presentation of the ideals and aims of the free school at Cucamonga with special appreciation of her generous consideration of the many questions asked.

8. That we recognize in the superior quality of the music on the program of this convention and furnished by the city schools of Riverside and Corona, the high schools of Redlands and San Bernardino and the Chaffey Junior College, the important place the teaching of music in the public schools has taken in the social life of our people, and that we express our appreciation and extend our congratulations to the pupils and teachers of these schools for the superior work they have accomplished.

9. That we publicly express to Mr. Frank Miller and Mrs. Alice Richardson our personal appreciation for the cordial hospitality and many courtesies to the members of the convention both by the management and by employes of the Glenwood Mission Inn.

10. That we thank our State Superintendent for the opportunity to again meet in convention at Riverside and in this beautiful home of the sojourner, and for the excellent program which he arranged.

## NOTES OF THE CONVENTION

The City and County and District Superintendents' Convention at Riverside, October 15, 16, 17, 18, 19, 1923, was a great meeting.

Ammunition for the defense of educators was abundant.

Education of all the children to their highest point of endowment by all of the people was the convention's keynote.

Class education was discussed.

Democratic ideals in education were enunciated.

The fact that real education costs real money was shown to be not an unnatural thing.

Faith in education and in the boys and girls of today was expressed.

The superintendents decided that united they must stand or lose the victories of late years.

Will C. Wood reaffirmed his great program.

Mark Keppel was never so incisive and forceful in his remarks.

Roy Good, county superintendent of Mendocino County, a battler among battlers, showed him he fought his opposition to a standstill.

That the people must be reached with education's side of the present controversy was emphasized.

Publicity for education is to be the watchword this next year.

The educators took a few knocks themselves at things in the educational system they thought needed improving.

Knocks to the outsider many times give the wrong impression.

The State certification of teachers was handled quite roughly.

The Teacher Tenure Law received a few healthy jolts.

California school textbooks suffered a heavy bombardment by A. C. Barker of Palo Alto.

H. B. Wilson, Berkeley; Mark Keppel, Los Angeles; Roy Good, Mendocino; Jas. J. Force, Monterey; Miss Harriet Lee, Yolo, handled superbly the subject, "Are the Schools Costing Too Much?"

Problems of school finance and budget making had an interesting inning. It was discussed by Mark Keppel, Los Angeles; Mamie B. Lang, Tehama; W. H. Hanlon, Contra Costa; Minnie M. Gray, Sutter; Catherine U. Gray, San Benito.

Reorganization of elementary curriculum was ably presented by Commissioner Grace C. Stanley and C. L. Phelps, president of Santa Barbara Teachers' College. Miss Jennie Malaley, Yuba; H. H. Sauber, Colusa; J. E. Hancock, Santa Clara; A. N. Wheelock, Riverside; Arthur Walter, Salinas, continued the discussion.

On motion of Arthur Walter of Salinas it was decided to appoint a committee to report next year on the reorganization of the elementary curriculum.

Miss Lottie Harris, Kern County, gave a delightful talk on "Music in Rural Schools."

George Schultzberg, Calaveras County; Miss Eva D. Edwards, San Bernardino County; Miss Jane Ward, Stanislaus County, spoke on "Training for Rural Supervision."

D. F. Tuttle, assistant superintendent of Fresno County schools, represented County Superintendent Clarence W. Edwards at the convention. Mr. Tuttle drove down to Riverside with D. C. Weage, district superintendent of Clovis schools.

Clarence W. Edwards, county superintendent of Fresno schools, was unable to be present at the State convention, as he was unavoidably detained on his honeymoon. Miss Alice Short, his private secretary, had decided to accept a permanent position with Mr. Edwards. Mr. Edwards is to be congratulated in having won so charming and capable a wife. A long, successful life of happiness is wished them both.

W. N. Davis of Dinuba, Chas Edgecomb of Selma, Geo. Edgecomb of Reedley, I. F. Stewart of Sanger and R. A. Catlin of Kingsburg were five of Fresno County district superintendents who drove together to the convention at Riverside.

Bookmen were present in goodly numbers at the convention of the City, County and District Superintendents of the State of California. Some thirty-one were in attendance. Among those present were Dr.

C. C. Van Liew, L. E. Armstrong, American Book Company; L. Van Nostrand, Miss E. M. Willis, Milton Bradley; H. A. Linscott, J. O. Tuttle, F. A. Rice, Ginn & Company; A. A. Belford, Ralph Works, Charles Beers, Rand-McNally; T. C. Morehouse, J. Ellsworth, Eugene Kobler, John Beers, Macmillan; Fred T. Moore, John Osborne, R. Colwin, Silver-Burdett; J. F. Hargraves, D. Appleton & Company; C. W. Roadman, Sanborn & Company; W. O. Baker, Scribners; W. H. Laidlaw, Laidlaw Brothers; W. T. White, Rowe Company; C. S. Jones, World Book Company; A. K. Allen, R. H. Loomis, Houghton-Mifflin; R. C. Hamilton, A. H. Morosco, Allyn & Bacon; R. W. Spangler, Compton's World Book; Harr Wagner, Miss Madge Morris Wagner, W. M. Culp, Harr Wagner and Putnam & Blakiston; Miss Donzella Cross represented Sherman & Clay; C. C. O'Laughlin represented the Spenser Lens Company.

The bookmen's dance as usual was an enjoyable affair to all attending.

## JOTTINGS OF A TRAVELING BOOKMAN

By Wm. M. Culp

Fred M. Powell, principal of the Dinuba High School, has a method of attacking the English problem as it is written and spoken in a manner that commands more than the students' mere attention. Every student in the Dinuba high school must study Maxwell's grammar (a sixth-grade book) until he or she receives in examination a grade of ninety or more. Mr. Powell makes up the examination questions himself. Every English teacher hired by Mr. Powell for the Dinuba High School is hired with the distinct understanding that she is to teach Maxwell's grammar. Another method used by Mr. Powell to make English interesting is to have a film version of every English classic studied given in connection with the course. This can be done as the Dinuba High School possesses two fine motion picture machines. Another interesting feature of the school has been the completion of a $60,000 science hall. This hall in its arrangements has a great variety of convenient aids for teacher and pupil. The building was built with an eye toward the future and is large enough to handle the science pupils of a high school of 2000 students.

E. W. Hauck, principal of the Reedley High School, has his pupils housed in the new $450,000 plant.

H. C. Stadtmiller, principal of the Lincoln School, has moved 394 pupils into the new ten-room Lincoln School. The building is a most attractive one. The interior finish with its harmonious color tones attracts admiring attention.

Extensive improvements at Exeter High School have been undertaken this last year by Principal Walter M. Smith. Three units, an auditorium, a gymnasium and a domestic science building, have been erected. One hundred and fifty thousand dollars have been spent. The auditorium will seat 960 people and is equipped with a large stage. The domestic science building is especially attractive in its arrangements. In the kitchen the space is divided off into squares, each square electrically equipped will serve four students. The cafeteria is in the building. The gymnasium has a large floor and side galleries. The two wings are given to boys' and girls' dressing rooms, while one end of the building has rooms for the physical instructors.

D. . Lightner, last year vice-principal of the Proterville High School, is this year principal of the Strathmore Union High School.

The Porterville grammar schools, in charge of District Superintendent Charles E. Bigham, have purchased the old high school plant for $25,000. Ten thousand dollars additional have been spent in the thorough remodeling of the building for grammar school purposes.

W. N. Davis, district superintendent of Dinuba grammar schools, is having a hard job trying to keep up with the increased enrollment.

S. D. Merk, the Burlingame editor, has been appointed by Governor Richardson a member of the State Board of Education, vice Stanley B. Wilson, term expired. Mr. Merk was formerly a school teacher in San Luis Obispo County and is a wide-awake citizen. The State Board of Education loses the services of a splendid man in the retirement of Stanley B. Wilson. Mr. Wilson by his delightful oratory, sympathetic personality and keen interest in all the problems of education, won the friendship and admiration of the educational people of the State.

Mrs. M. M. Fitzgerald, the author of "Graphs" and principal of the John Swett School, has scored a triumph in her contribution to the health work in the schools. Her paper presented to the N. E. A. has attracted nation-wide attention. It is to appear in the Elementary School Journal, published by the University of Chicago, The Normal Instructor and Primary Plans, and other journals.

G. W. Culbertson, principal of the Porterville High School, is emphasizing English work.

Dr. Millikan, joint author of Millikan & Gale's Short Course in Physics, used in a large percentage of the California high schools, published by Ginn & Company, and other books, has been accorded the Nobel prize in physics for 1923. Dr. Millikan is president of the Throop Polytechnic Institute at Pasadena.

Dr. J. Russel Smith, author of the Human Geographies, who was announced as the principal speaker for the C. T. A., Southern Section, will not be able to be present, on account of having spent so much time in his geographical research work in South America during the year.


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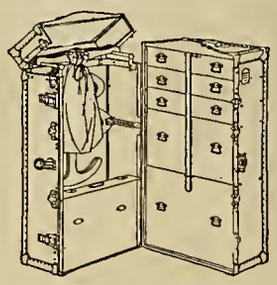

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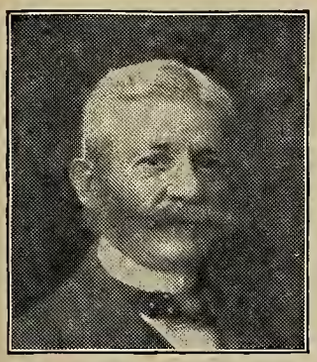

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## NOT WITHOUT HONOR, AT HOME OR ABROAD

Superintendent Harry Bruce Wilson of Berkeley, California, is one of the busiest men in the profession. He is on the job in having a modern school plant function in all branches, from teaching the three R's to a research bureau and experimental schools. During Education Week he will deliver a series of lectures in Los Angeles County, and on Monday evening, November 26, he will address the principals of the San Francisco school department. The week of June 23 he will deliver a series of addresses in the University of Oklahoma. The week of July 14, Harvard University has secured his services, and the week of July 21 he will lecture before the students of the Teachers' College of Aberdeen, South Dakota. Superintendent Wilson has, with the exception of the summer of 1921, when he was a member of the faculty of Columbia University, given his services to the University of California. The educational activities of Superintendent Wilson is certainly bringing laurels to California's big university city.

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Superintendent W. J. Cooper of Fresno has invited Dr. H. W. Fairbanks, the well-known author of geographies on California, and who has developed the Problem Method in Geography in his Outlines, is to be one of the speakers at the C. T. A., Central Section. Dr. Fairbanks is now a resident of Southern California, 536 Palm avenue, Burbank, where he has built himself one of the most attractive houses in the land of beautiful homes.

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He is about forty years of age, possibly a little younger—slightly gray. A good sized, well formed man, about six feet high, rather ruddy face. Has a very pleasing manner—but seems rather nervous and restless.

Since April, 1923, this man has operated in Cleveland, Ohio, Dallas, Kansas City, Birmingham, Denver, Phoenix, and various places in California and Montana. This salesman is not employed by G. & C. Merriam, the publishers of Merriam-Webster Dictionaries, nor by any of their General Distributors.

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## CALIFORNIA TEACHERS' ASSOCIATION, OAKLAND AND SAN FRANCISCO BAY SECTION

President Bruce Painter of Petaluma and his associates arranged a great program for October 22-25 for San Francisco and Oakland. The following speakers were listed:

Adams, John
Allen, Gertrude E.
Arlett, Elizabeth
Ashfield, Nora
Baldwin, B. T.
Barnes, Wallace A.
Barrett, Miss A. V.
Baxter, Bernice
Blanchard, Clyde
Bock, Frank
Boren, F. H.
Bogdanof, Rose
Brasefield, H. D.
Breitweiser, J. V.
Breton, Loretta D.
Bridge, S. Helen
Brillhart, D. O.
Carden, Georgiana
Ceraghino, Elizabeth
Chamberlain, Arthur H.
Cherry, T. H.
Church, Lincoln S.
Clark, Guy
Clarke, Nellie Greene
Conrad, Clinton C.
Cox, E. Morris
Dondo, Mathieu
Dreiske, Mrs. Helen D.
Eaton, Edith
Edwards, G. B.
Edwards, Mabel F.
Elliott, Albert H.
Espinosa, Aurelio M.
Farwell, Nint
FitzGerald, Mrs. M. M.
Franzen, Raymond D.
Gettell, R. G.
Gordon, Robert W.
Grady, Henry F.
Graves, Jane A.
Grover, Harriet
Gwinn, Joseph M.
Hagelthorne, Signe
Hahn, Julia L.
Hall, T. D.
Hansen, Walter
Harris, Harvey E.
Hart, F. W.
Heron, A. L.
Hill, Patty Smith
Hills, E. C.
Horridge, Frederick
Hume, Samuel J.
Hunter, Fred M.
Hunter, Hazel B.
Jenkins, Cora
Jordan, A. L.
Kemp, W. W.
Keppel, Mark
Kinell, Marie E.
Koch, Fred W.
Lee, Edwin A.
Lehman, B. H.
Linsley, Earle G.
Lothrop, Mrs.
Marshall, John A.
Martin, Percy A.
Mayer, Edward
McDermont, Albert
McDonald, Mrs. Fred W.
McKay, Cora Paine
McLean, Fannie
McNair, William R.
Meece, Nettie
Michaud, Regis
Miller, Margaret
Miller, Vera
Mohley, Edith
Murray, Frances
Nelson, T. N.
Olney, Albert C.
Overacker, Edna S.
Painter, Bruce H.
Palmer, A. N.
Patterson, Louise B.
Pease, Laurance N.
Peterson, Torster
Piccardo, Ethel
Post, Maurice E.
Preston, Jafes T.
Roos, Olivia S.
Rowell, Percy E.
Ruddick, I. Leon
Sellander, Amelia
Sisson, Edward
Sorenson, Alfred
Sproul, Kathryn
Stolz, Herbert R.
Suzzallo, Henry
Tessmer, Etta
Thomas, Granville
Tiemann, Harry A.
Touton, Frank C.
Upjohn, H. S.
Venard, Elizabeth
Waste, William H.
Weber, Bertha
Welty, Howard O.
Werner, R. I.
Whitaker, Lily
White, Dan H.
Wilkinson, Elizabeth
Wilson, H. B.
Wolf, Guy W.
Woods, Glenn H.

Elmer E. Cave of Vallejo acted as chairman of the committee of resolutions. The important speakers were President Suzzalo, University of Washington; Dr. Patty Smith Hill, of Columbia; Dr. Baldwin, of Iowa, and Prof. John Adams of London.

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The following city and county superintendents co-operated and held their institutes with the association:

**County Superintendents of Schools**

Alameda County—Mr. D. E. Martin, Oakland.

Contra Costa—Mr. William H. Hanlon, Martinez.

Marin—Mr. Jas. B. Davidson, San Rafael.

Napa—Miss Eva Holmes, Napa.

San Joaquin—Mr. Harry Bessac, Stockton.

Sonoma—Miss Louise Clark, Santa Rosa.

Solano—Mr. Dan H. White, Fairfield.

**Joint Institutes**

Alameda—Mr. C. J. DuFour.

Berkeley—Mr. H. B. Wilson.

Oakland—Mr. Fred M. Hunter.

Stockton—Mr. Ansel S. Williams.

City and County of San Francisco—Mr. Jos. M. Gwinn.

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Milton J. Ferguson, the California State Librarian, delivered a splendid informational talk to the Booksellers' Association of San Francisco, Thursday, October 8th. In his address he emphasized the service of the state library, his predecessor, J. L. Gillis, his present associates, especially those in charge of the department of California Literature, and made a special hit in reading John Bidwell's autograph letter to General Sutter declining the hand of the general's daughter.

# EXCHANGE OF IDEAS AND DEVICES

Conducted by Sylvia Starr

**Teachers are urged to contribute to this column. Any device that has been found to be practical and helpful in the school-room or in the yard, for entertainment or study, is desired. If you have a good idea PASS IT ON. Address Sylvia Starr, Idea and Device Editor, Western Journal of Education, 149 New Montgomery Street, San Francisco, California.**

Dear Miss Starr:

The approach of Christmas reminds me of what I did last year. I told the children I wanted very much a Christmas present which they could give me. I wanted them to get 100 in their work. This pleased the children and they were busy all December getting my present for me. When it was time for our Christmas tree, it was a table tree, we hung the fluttering sheets of 100's on the branches with other gifts. I received more gifts than any of the children.

Marian Helmer.

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Sylvia Starr:

I teach in the desert where we cannot get a Christmas tree without a great deal of trouble and expense. This year I am going to have the children make paper holly wreaths and poinsettias. We shall also gather desert holly. The room will be brightly decorated. On the board we are going to draw a large fireplace, and Santa Claus approaching with his sleigh of toys. Then we shall push a table to hold the gifts in front of the fireplace, pull down the shades in the room, and light a few candles. I have been told the effect is very good and thought maybe some other teacher situated as I am would like to try it.

Alice Koontz.

---

Dear Sylvia Starr:

Enclosed you will find some devices I use in my third grade. If some teachers will find them helpful, I am glad to pass them on. Yours very truly, Lyndell Michener.

I.

The children of the third grade never tire of playing "I Spy", in connection with their arithmetic work. An even number of flash cards with combinations is placed in the chalk tray. The class is divided into two sections. A representative is chosen from Section A and one from Section B. The teacher, or one of the children, calls the answer to a problem on one of the flash cards. The one at the board, finding the card which is the answer, picks it up, calling "I spy." If there are several cards with the same answer, the one calling answers is not allowed to continue until all cards having the first answer are found. When only one card remains, either of the contestants may call the answer and take the card. A score is kept and all children are allowed to have a turn.

II.

I have found that children get many arithmetic facts fixed in their minds by singing them. Often I write four number facts on the board, one under the other, such as 10—4=; 12—3=; 9+4=; 7+3=. The children sing the first one four times to the tune of "Bluebird, Bluebird, Through My Window," supplying the answer each time. They go down the list in this manner once. Next they go down (or up) the list singing each fact once. Then I point to single problems here and there in other rows. They sing the problems, supplying the answers.

III.

A very effective Christmas border consists of black candlesticks with red candles and orange flames placed two or three feet apart and having between them sprays of holly with bright green leaves and bright red berries.

L. M.

---

Dear Miss Sylvia Starr:

Why do not teachers give their school room a practical Christmas present? It could be a ball or some plaything, but something that will save the teacher's time and give the children pleasure and instruction at the same time would be best, and the children would get the idea of benefit to all. The Jones Manufacturing Company of Alhambra, California, makes materials that are of value. They are inexpensive and some of them include pupils' desk racks with material for use in the rack including letters, words, pictures, numbers, word and picture matching strips, sentence and story builders, together with story leaflets. This is the company that gets out the arithmetic problems that are self-correcting through a key that is used. This saves correcting papers after school or at home. The company is anxious to help teachers and sends information when requested. Maybe your school board will give the school a present such as this.

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L. P. Faris, Principal of the Marysville High School and President of the C. T. A., Northern Section.

## CALIFORNIA TEACHERS' ASSOCIATION, NORTHERN SECTION

The second biennial session of the Northern Section of C. T. A. was held at Sacramento October 22-26, 1923. President L. P. Faris of the Marysville high school and his associates arranged the program. It had many interesting features. There were special speakers on general program, including Mark Keppel, Dr. Henry Suzzalo, Dr. B. T. Baldwin, A. A. Belford, Grace Stanley, Lawrence Chenoweth, F. H. Meyer, Roy Cloud.

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The following county and city institutes affiliated with the C. T. A.:

Sacramento City—Chas. C. Hughes, superintendent.

Sacramento County—Robert E. Golway, superintendent.

Amador County—Mrs. Sabra R. Greenhalgh, superintendent.

Butte County—C. H. Neilsen, superintendent.

Colusa County—Halbert H. Sauber, superintendent.

Chico City—Chas. H. Camper, superintendent.

El Dorado County—E. J. Fitzgerald, superintendent.

Glenn County—S. M. Chaney, superintendent.

Placer County—Miss Irene Burns, superintendent.

Plumas County—Mrs. Vivian L. Long, superintendent.

Sutter County—Mrs. Minnie S. Gray, superintendent.

Tehama County—Miss Mamie B. Lang, superintendent.

Yolo County—Miss Harriet S. Lee, superintendent.

Yuba County—Miss Jennie Malaley, superintendent.

Music Round Table Conference—Tuesday, 4:00 p. m., there was a Round Table Conference for rural teachers interested in music. The proper care and development of the child's voice was demonstrated. High School Music Room, Miss Ellen Hughes, director.

Roy Cloud of San Mateo County was one of the principal speakers. He was especially happy in getting across with his talk with illustrations on "Story Telling" before Superintendent Hughes' city institute. There were many favorable comments on Lawrence E. Chenoweth's talk on "Changing Ideals."

Harr Wagner spoke on "Literature of the West" before the Sacramento Institute, and on "A Chapter from California's History" before the High School Section and Butte County Institute, and also before the Sacramento Art Association on "The Cultivation of the Fine Arts."

Superintendent Neilsen of Butte County gave a luncheon at the Sacramento Hotel for his teachers and guests. It was a most delightful affair. The principal speaker was Violet Richardson, director of physical education in the Berkeley School. Superintendent Neilsen and his wife are decidedly valuable additions to the administrative forces of the public schools of Northern California. They are both graduates of the University of California and are devoted to their work and have a splendid educational program for Butte County.


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# COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

## —AS TO A BETTER UNDERSTANDING BETWEEN TEACHERS AND LIBRARIANS.

By Julia G. Babcock

To say that there should be close co-operation between the library and the school is to repeat a truism, but to say that there should be a sympathetic understanding, each of the other's problem, might be more to the point. Teacher and librarian have much in common, but sometimes appear to look upon each other with suspicion. The teacher's wants are many and if the librarian cannot meet them all, she sometimes feels personally aggrieved. If the teacher could know that the librarian desires to give far more than is asked, but that she is hampered by lack of funds and lack of assistance, it would bring about a better appreciation of the situation. If the librarian could realize how much the teacher needed one particular book, and that she could get along without some other book for which the need was less, that would be a step toward a better understanding. It would materially assist the librarian if the teacher could write or telephone of her special need ahead of the time she required the material, thus giving the librarian time to gather, to call in, or to purchase the books needed. Some teachers see no necessity for keeping the simple records asked for by the librarian, but they are essential to the reports which the librarian must render of service given.

If there were a closer personal contact between teachers and librarians they would come to a better mutual appreciation. The educational and professional standing of teachers and librarians is on the same plane, the head librarian having similar training and experience to that of the superintendent of schools, heads of departments having the same preparation as that of high school teachers, and other members of the staff the same amount of training as grade teachers. However, the librarian is paid less for her services than is the teacher, and that fact tends inevitably to lower the respect of teacher for librarian. Teachers, by reason of their persistency a few years ago, secured recognition in increased salaries. Librarians have not yet accomplished this. It may be, forsooth, that librarains have a little contempt coming their way because they continue to work for such inadequate salaries as many of them accept. All honor to the high purpose which leads them to do it, but everlasting shame upon those who permit these salaries to continue year after year. If a librarian cannot dress properly, and must wear long skirts when the world wears them short, and continues to wear them short after Paris has decreed that they be longer, a well-groomed teacher does of right feel a trifle embarrassed at associating with her ill-clad librarian.

I know of librarians who go with insufficient food and without fires in winter to save a few pennies for the higher things of life, and they wouldn't for the world acknowledge that they do it. But what about the wage-paying boards who accept such sacrifices, and pat themselves upon the back for "keeping down taxes"? These methods apply only in case of women employes. Men in public office look well-fed, grow slightly rotund in most cases, and ride in the better makes of automobiles; while underpaid, underfed, threadbare librarians try to keep up appearances on a pittance. It is noticeable that in most efforts at tax-reduction, no decrease is made in the budget for roads or engineers, or for public buildings, unless, perchance, it be to defer the erection of a library building, but instead some library assistant is dropped, or the expected increase is not granted, or the pay of a janitor is reduced, whereupon the press seizes joyously upon the efforts of their favorite to "reduce the taxes." Whenever the schools ask for an increased budget, a devoted public grants it without question, and that is as it should be, but isn't the library also an educational institution, and isn't the librarian a person?

## LIBRARY NOTES

In the recent address before the High School Parent-Teacher Association of Santa Cruz, Miss Minerva Waterman made this pertinent statement: "Librarians cannot say what people shall read. The taste of a reader is dominated by his age. We live but a little at a time, and books mean different things to the person at different ages and a book means one thing to one person and another to some other reader." Miss Waterman made a strong appeal to parents and teachers to help to awaken in the boys and girls under their care a love of the best reading. She cited an instance which occurred in Santa Cruz, when the superintendent of the Detention Home called up the library to ask her to make a selection of books for that institution where there were at the time nineteen boys. Thinking they might be boys who were in the habit of using the library she asked for their names in order better to select books which would please them. There was not a single name which was familiar to her. She said that when she first became a librarian she was much troubled because of the popularity of Henty among the boys, but she found that one inveterate reader of Henty was spending his evenings at home reading, and later he passed from Henty to real history, and had since grown to manhood, a useful and worthy citizen. She told the following incident: "I was once present at a dinner where Herbert Putnam, librarian of Congress, was present. Someone asked him what he thought of Oliver Optic as an author for boys. 'Great!' I got into the habit of reading because of Oliver Optic and when I go back to the old home for a vacation, I sneak up to the old attic and dig up those old books of my boyhood and read them with delight.'" So Miss Waterman takes courage from these and similar occurrences, and thinks that perhaps even the girl who demands "Bessie's Lovers" may some day come back asking for the classics with equal eagerness.

At the same meeting Mr. Samuel Leask gave an address on the history and growth of the Santa Cruz Library, tracing it from its beginnings in 1868, when thirty-five persons, only two of whom are still living, met to establish a center for the distribution and circulation of books, down to the present time, when the value of the library is estimated at $125,000, and has 51,027 books and 35 distributing centers, besides the city of Santa Cruz.

At the recent convention of the Superintendents of Instruction of the State at Riverside, the music supervisors commended the hearty co-operation they have been given in their work by the county librarians. Upon their recommendations librarians have purchased books and music records which have aided them materially in their work with the children.

It is reported unofficially that in the Hawaiian Islands the Orientals ask for reference books, books of history and science, while the demand of the white residents is largely for popular fiction of the thriller variety.

Kern County Free Library challenges the library world to produce anything more unique loaned through a library than a Jersey cow. For a long time the palm has gone to Miss Stella Huntington of Santa Clara County, who told of sending out a hive of bees, but we think the prize passes now to Kern County. It happened in this wise: The City Hall Library is in process of being moved into the County Library headquarters, while the Chamber of Commerce is to occupy the large room in the City Hall now used by the library. Being driven from its quarters, the exhibits and equipment of the Chamber of Commerce has been stored on one side of the library. Within ten feet of the charging desk stood a life-size Jersey cow, not now living, but possessing a very real hide. Requisition was made for this cow to be used at a local entertainment on Armistice Day, so the librarian opened the library and charged out the cow, which was carried by four stalwart young men and loaded upon a truck with promises of prompt return upon the "date due."

## THE DEATH OF GEORGE WHARTON JAMES

George Wharton James, the noted writer and lecturer, is dead. He died recently at St. Helena Sanitarium, where he had gone for a few days' rest. James was born in England sixty-five years ago. He spent a few years in Nevada as the "Sage Brush Parson," but the greater part of his life has been devoted to promoting the literature, history and art and the men and women of California and the West. He was most generous in his praise and appreciation. He was a loyal friend and a delightful companion. His forty volumes about the Pacific Coast, its scenery, its history and its people will remain as a great monument to his untiring zeal.

# The Reviewer's Book Table

**Where Our History Was Made,** by John T. Faris. Silver-Burdett & Co.

A description of the shrines of American history, the scenes and sites of great historic events.

**United States History,** by Archer Butler Hulbert. Doubleday, Page & Co. $2.00.

A textbook for high schools.

**We and Our History,** by Albert Bushnell Hart. American View Point Society.

A biography of the American people, a history of their social and economic life.

**Responsible Citizenship,** by Mavity and Mavity. Benj. H. Sanborn & Co.

An exposition of American ideals, institutions and machinery of government.

Ding Dong Dell,
Pussy's in the well!
Who put her in?
Little Tommie Green;
Who pulled her out?
Little Johnnie Stout!

Frightfully cheeky of Old Mother Goose to come riding on her broomstick right onto the Book Table, and to alight in the midst of four serious books of the hour! To suit her company, however, she modified her rhyme—

Ding Dong Dell,
The World is down a well!
Who got her in?
Old statesmen, full of sin.
Who **can** get her out?
The school boy, Johnnie Stout!

Old Mother Goose, with her modified rhyme, came pretty near to expressing the conviction growing in the mind of the Reviewer, after several hours spent in the earnest company referred to above. What else can account for the steady stream of school books coming monthly from the educational presses—all bent on one end, to drive home to the school child a sense of his responsibility as a citizen?

The World is quite evidently aware that she **is** down a well, and the educators of the world, quite as evidently, are determined to train up a generation of youngsters who will know how to pull her out, and who will understand that the job is up to them.

The four books on the Table, as their titles indicate, are quite different in their content, but this thread of common purpose runs quite discernibly through them all.

"Where Our History Was Made" not only describes the shrines of our history, and the great events that made them famous, but adds a generous feast of quotations from "original documents," private letters, journals, and other source material. Such a book puts flesh and blood on the bones of history, and should be a welcome supplement to the formal study of our history. But the true purpose of the book is summed up, in the words of the author, by the thought that he hopes to evoke in the school child, reading his book—

"That happened in **my country!** That man helped to make the liberty which I enjoy! That monument tells of a heroic struggle of which I am reaping the fruit. That wonderland is **my America!**"

(Johnnie Stout is introduced to his heritage—a very goodly heritage, though unlucky enough at the moment to have got into a well!)

"United States History" is a fine, orderly arrangement of the ever growing mass of detail of our history. Much of this detail is happily relegated to appendix tables, leaving the text free for thoughtful analysis of the trend of events. Again the main purpose of the book is summed up by the author—"The writer's vision has been fixed on the good that men have done . . . to make our Republic great." to the end of inspiring "faith and confidence in the good men and women of Today, the long line of good men and women of Tomorrow!"

(Johnnie Stout is introduced to his role, as a good man or woman of Tomorrow—with a job to do!)

"We and Our History" gives the smallest possible space to political history as such, devoting its content largely to the social and economic development of the American people. A unique feature of the book is its adaptation to the printed page of the "technique" of the moving picture screen. Most of the pages (they are large pages) are divided, about one-third of the space carrying a column of printed text, and two-thirds carrying a continuous strip of rather small pictures, with generous captions. An interesting attempt to embody in a textbook the theory of "visual education." Again to quote from the author's foreword, "Half the space has been deliberately given to the period since 1865, because the issues of the last sixty years include the vital questions of the present. . . Due space is given to the still unsolved problems of

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labor and capital, employment and trusts, . . . the efforts to protect the weak and to control the strong."

(Johnnie Stout is introduced to his job—he takes a good hard look down into the well.)

"Responsible Citizenship" is a book on civil government, of which half the space only is devoted to the forms and machinery of government. The first half is a very interesting history of the ideals of political life among the American people, and of the problems and difficulties that we have had to meet, and are still meeting, in bringing these ideals into our actual political and economic life. The more formal discussion of government follows.

(Johnnie Stout, like the warrior of old, is handed his weapons—his tools for the job of getting this old World out of the well!)

The conscientious and perhaps rather distracted teacher, who takes with due seriousness the call of the hour—"Better training for Citizenship!"—will welcome all of these four books as ardent and efficient allies in her task.

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**Mental Training for the Pre-School Age Child**, by Lillien J. Martin and Clare de Gruchy. Harr Wagner Publishing Company. $1.00.

"The basis of physical and character defect that may result in school, and life failure, is already fixed before the child first enters school."

With these serious words to preface her book, Dr. Martin certainly rivets attention from the first on the importance of her subject. It is rather a new field that she has entered. Teachers are pretty well provided with material for their guidance in the psychological understanding and guidance of the school child. Teachers are a trained coherent body of people. It is easy to write for them. But the pre-school age child—he is in the care of his mother, and mothers are—well, just mothers, all sorts and conditions of mothers, but most of them, thank goodness, are like in this, that they would want to do the best possible for their children, if they knew how.

For these mothers, all sorts and conditions, Dr. Martin has written a manual that will need no interpretation to any of them save their loving solicitude for their child's welfare. It is so simple, so practical, that any mother will readily grasp its meaning and follow its instructions. It will be immensely useful not only to the mother whose child presents a problem, who is difficult, perhaps abnormal, but it will be quite as useful to the mother of normal children, who desires to give them the very best possible foundation for future usefulness and happiness.

The book begins with a questionnaire which will open the mother's eyes to the underlying principles of mental training, then the following 17 chapters enlarge upon and explain the corresponding numbers of the questionnaire. Some of the subjects covered are, heredity, habits, emotions, play, punishment, etc. The child's life on all its many sides is thoroughly discussed.

While the book was written primarily wiht the needs of the mother in mind, it should prove a valuable help to the kindergarten and first grade teacher as well.

Back of the simple manual lies the authority of a life time of distinguished scholarship and achievement in the field of psychology, so that the mother, studying its pages, will know she is following a guide in whom she can have every confidence. On its practical side, the manual is an outgrowth of Dr. Martin's experience as a consulting psychologist for children, both in the Children's Mental Hygiene Clinic in San Francisco, and in private work of the same nature.

Perhaps the author herself would most value, as a tribute to her work, the thought that came into the Reviewer's mind, after reading the first few pages. In the Reviewer's family is A Niece. (Capitals because the niece is the very first, and very new). Said the reviewer promptly, after that first reading, "I must get a copy of this book at once, and send it to the child's mother."

**Trust A Boy, The Story of Four Boys,** Showing How They Were Man-Hunters by Accident on the Great Salt Lake, by Walter H. Nichols: The author, who is a California school man, has written a good, clean detective story for boys that exemplifies courage and self-sacrifice. The locale is the Great Salt Lake; the time, the 80's, but the thrills and adventures through the story are marked by unselfish, loyal, but thoroughly human school boys, and this carries the story into the modern period with a strong swing of interest. Some of the events would have been impossible if there had been telephones at the time, but as it was, the result is a man-chase which will interest young people and carry a lesson at the same time. The activities savor of those of a Boy Scout today and every lad who thrills with out-door adventure will find his taste well gratified. Libraries and schools searching for clean, out-door adventure tales will find material in this volume. The book is well illustrated with pen and ink sketches. (The Macmillan Company, New York. Price $2.00.)

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The California School Masters' Club held its quarterly banquet at Hotel Whitcomb, October 24. Archie J. Cloud presided. He was particularly happy in his remarks in introducing Superintendent Gwinn, who gave an interesting presentation of the San Francisco school program. Albert H. Elliott, the well known orator, gave a very forceful address on education from the viewpoint of a business man. The singing of the Polytechnic High School teachers was one of the big and entertaining features of the evening.

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# ALASKA

## A VACATION AFLOAT IN NORTHERN WATERS

By Geraldine Sartain

(Editor's Note.—This travelogue, written by a San Francisco newspaper woman who took the Alaskan trip this summer with a friend, will give teachers the information they wish to have regarding a vacation trip in the Far North. Teachers who are considering such a trip will read of the delights in store for them. Those who wish to escape the routine duties of life will find they have discovered exactly the trip to take, according to this account, which will run for several months in the Western Journal of Education.)

Floating up the blue Pacific under the wind-whipped clouds that delight the eye in all Alaskan waters, unraveling one's path through a perfect maze of tiny wooded islands, eating and sleeping, dancing, lazing and playing away the days that pass all too quickly on a comfortable steamer on the road to the land of the midnight sun—

Lying tucked up cozily in a steamer chair watching the world of towering, white-clad peaks, snowy-plumed sea gulls, rose-hued and orchid lights that tint the line where sea and sky meet at even-time—

Making stops along the pathway—seeing quaint fishing and mining villages with their board-walk streets that ramble crookedly uphill and down—streets filled with dogs and still more dogs, tanned, long-limbed men of the northland, clear-eyed, rosy-cheeked women and their sturdy babies, slant-eyed natives squatting upon the sidewalk offering their wares for sale, stocky brown Mongolian men and women of the canneries—

And traveling for hours on a steam train that puffs its way up the canyon of the White Pass where thousands "mushed" their way on foot with their dogs, fighting the chill blast, toiling and sweating their way up the snow-clad steppes to the land of that yellow dust that spelled magic wealth—

No, our trip doesn't sound much like the "trail of ninety-eight," and that's what Ruth said when I suggested that we spend the summer in Alaska, and retread the spots where the Klondikers made history just twenty-five years ago.

"It's just an ordinary tourist trip," she objected; "and we won't find much local color now. We'll run into all sorts of folk who are bored with themselves and with life in general. Or else we'll find the usual tourist who rushes around with a guide book under one arm, and who raves about the 'genealogical history of the Indian tribes as exemplified in the totem pole.'"

"Oh, let's not go to Alaska. Let's find a spot we can explore by ourselves, where we can gather material for our stories unhampered by a mob of sightseers."

That was an upsetting thought, but even so I was firm on Alaska. So I played a strategic card or two, leaving interesting books and illustrated magazine articles on the northernland scattered about the house sort of hit or miss. For several weeks I talked in terms of malamutes, glaciers, "sour-doughs," reindeer steak, ice-bergs, moccasins and squaw men.

It worked.

"We sail for Alaska on the twenty-fourth of August—here are our tickets," she announced one night, in her eye the light of adventure and some future hint of that spell the country was to cast upon us.

And so—on that Friday afternoon in early fall we pushed our way through the crowd down the long pier at Wilmington (Port Los Angeles) toward the towering Admiral liner "H. F. Alexander," from which streamers of serpentine were flying in all directions and strains of jazz melody were floating out over the water and the surging throng of folk were shouting:

"Goodbye, Jack. Don't forget to write. Bring me back a totem pole—an Eskimo pie for mine!"

A final ear-piercing round of farewells, a perfect volley of serpentine, a flutter of handkerchiefs, one long blast of the H. F.'s whistle, shouts of command and the gang-plank was actually up. We were easing out slowly and then shooting away from the pier with scores of our fellow-passengers still hanging out the windows of the upper deck, intent on a final wave and kiss thrown to the unlucky stay-at-homes.

"Food," we chorused; "they say that's always the first thought aboard ship and it's surely ours," so we made for the dining room of the "H. F. Alexander" for our first meal out.

There we found a spacious colonial dining saloon with shaded lights, flowers and service as perfect and unobstrusive as in any large hotel on land. Music was the watchword of the evening, for we dined to music and danced to it for hours on the glass enclosed promenade deck, tumbling into bed very late, tired and sleepy, but happy and already glad we had decided on Alaska for the summer.

Morning—and a glorious day. We fairly fell out of our beds—actual, bona fide twin beds in an actual bedroom—and raced for the adjoining shower. I got there first, and Ruth retired crestfallen to the vanity table where one can set herself in comfort on this huge floating palace and comb one's hair in the usual manner.

A glance through the "Radio News," the ship's daily newspaper, which lies at one's door every morning, a quick breakfast and we flew out to see the early morning sea and explore the ship.

Already the passengers were out for the morning sociability canter and we joined some of our friends of the evening before to follow the orchestra, winding in a long parade about the decks until our eyes shone and cheeks glowed from the brisk ocean air.

Our good friend, the master, Captain Zeh, not only let us ride up in the pilot house, where we could see just how a big ocean liner is run, watching the great wheel being turned in response to sharp orders, but he had us personally conducted into every nook and cranny of this largest and fastest coastwise steamer in the world.

Up one deck and down another we were led by a chocolate-brown bell boy whose one delight was in showing the spotless kitchen with its vast rows of shining aluminum pots and pans, its own bakery and refrigerating system, through the children's playroom where a dozen youngsters were playing in the swings or building houses in the sand boxes under the watchful eye of a white-aproned nurse.

Comfortable staterooms of all shapes and sizes "Buttons" showed proudly, and then with a perfectly serious face, "I want you to see the sweetest suite of all," he led us into one of the de luxe staterooms like our own, but one that boasted apple-green walls and hangings that had taken the youngster's color-loving eye.

Barber shop, manicuring stand, soft drink bar, the library with its rows of well bound volumes, the music room with its baby grand piano and Victrola, the open palm court with latticed walls, potted plants and deep wicker rockers, the lounge and the forward deck—we saw them all.

Now we were floating across the Heads, the dark walls of Marin and San Francisco counties loomed up on each side. We were passing through the far-famed Golden Gate and docking in San Francisco for a stay of some ten hours.

At eight that night the same scene of farewell, music, serpentine, laughter and happy calls from the pier were repeated as we drifted away from the city by the Golden Gate northward toward Seattle, just forty hours distant.

A full day of strolling, eating, sleeping, dancing and reading was Sunday, and when we opened our eyes Monday morning we were entering the straits of Juan de Fuca that lead into a two hundred-mile stretch of fine harbor, Puget Sound. One one side of us the high, snowy peaks of the Olympic range reared their heads, in front of us lay the monster mountains of the north—the glistening white Mount Rainier, and to our left lay wooded Vancouver Island, Canadian territory.

A feeling of breathlessness swept over both of us—we had not dreamed the calm stretch of Puget Sound with its early morning shadows, its fringed sides of towering sweeps in the distance, could look so majestic and leave one so awe-struck.

(To be continued)

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## THE TEACHER AS EDUCATIONAL SALESMAN

By Robert H. Lane
Assistant Superintendent of Schools, Los Angeles

[The following paper contains the substance of an informal talk given by Mr. Lane before the Present Day Club. For sound common sense, absence of appeal to the gallery, and straight talk, this presentation has seldom been equaled.]

I wish to dignify this little talk by dividing it like the old-fashioned sermons into Firstly, Secondly and Thirdly.

**First, I hope to show that education in America today has not been "sold", is not being "sold" in the sense that the American public has somehow lost confidence in its school system.**

**Second, that the teacher being the logical salesman of public education needs to "know the goods", that she must have a tenable educational philosophy.**

**Third, that the teacher needs to know something about salesmanship, enough at least to handle people successfully, to engage their confidence and to keep her stock-in-trade moving.**

I think I can prove very easily that the average citizen is uneasy over our public school situation. Let us give you several significant concrete instances:

1. The "School Survey" movement. We are more or less familiar with the surveys which have been made at various times in our city, county and state school organizations. **Granted that behind these were influences openly antagonistic toward the system surveyed; granted that the "outs" wanted to be "in", and that the survey could be twisted to satisfy personal ambitions; granted that the surveyors were riding hobbies and used the survey only to prance farther on their steeds; granting all these things, the fact remains that behind the surveys were certain honest, conscientious citizens who believe sincerely that there was something the matter with the schools and who wanted to learn clearly and definitely what that something was.** The survey movement has been bitterly assailed; for our purpose it is sufficient to notice that it has had a substantial backing from a sufficiently large section of the public to deserve our attention and consideration.

2. We are all of us familiar with the fact that certain magazines of high standing and wide circulation have run series of articles under the title, "What's the matter with the Public Schools?", or some similar caption. Some of these articles are muckraking, pure and simple, based upon the sound psychological argument that the man in the street prefers sensationalism to common sense. To the man with little or no education the idea that our schools are deficient in certain qualities and altogether lacking in others, is wonderfully comforting and agreeable. You will notice that the writers do not propose specific remedies for the evils they describe; it is easy to tear down but difficult to build up. On the other hand, some of these writers are persons whose professional standing is such that there can be no question as to their honesty and sincerity, and if thousands of wives and mothers, and presumably some husbands and fathers, peruse these articles month after month, it must be evident that a certain large proportion of their readers are not "sold" on the idea of popular education in these our United States.

3. It is unfortunately true that the average tenure of office of city superintendents of schools in our country is about four years or one term. The superintendent who pulls up stakes to move to a new location knows clearly that the mathematical chances of keeping his job are all against him. Occasionally we learn of superintendents who continue in office in a certain location year after year, but such instances are so rare that they come forcibly to our attention in contrast to the accepted course of events. **Now it seems clear to me that if a superintendent had "sold" education to his patrons he would be continued in office so long as right-minded citizens had confidence in his policies.** The fact that the superintendent's tenure of office is so uncertain points clearly to the fact that the average citizen has little confidence in the presiding genius of his school system and welcomes a change as eagerly as did the Athenians in the time of St. Paul. The reverse is true whenever we find a city superintendent of schools continuing in office in one location for a long period of years. We may be sure that the citizens of that city are sold on the peculiar brand of education which the superintendent dispenses. The brand may be particularly good or positively vicious, but the goods are sold to the mutual satisfaction of all parties concerned.

4. We have a final proof that the average citizen is not sold on popular education in the annual and biennial squabbles over school finances in our state legislatures. It is quite true that the basis for these is largely political and that the motives given for the reduction in state appropriations for school purposes are carefully camouflaged. We have had a singularly bitter struggle of this kind in our own state during the present year and it is natural that our school people should resent constant misrepresentation on part of politicians opposed to the best interests of the schools. Nevertheless, it is quite true that aside from the various political cliques who have sought to wreck the school system the retrenchment program has had the backing of substantial and sincere citizens who honestly believe that the schools of our state needed to be rid of excessive costs. These people take what seems to me to be an entirely defensible stand, that the school should have all the money they need but that the school people must be prepared to show with scrupulous exactness where every dollar has gone.

**Our American school system, like every other great organization, has grown to the point where the machine is attracting more attention than the product. In the last analysis nothing counts in popular education except the reaction of pupil upon teacher.** Salesmanship in education is properly within the province of school principal, school superintendent and board of education, but the logical salesman is the teacher. Upon her rests the burden of proving or disproving that the educational product is worth the expenditure of time and money lavished upon it.

We find, for example, that the average cost for the year 1922-1923 for each child in average daily attendance in the elementary schools of this city was $84.33.

Suppose that some parent comes to you in your capacity as teacher and inquires what kind of education Johnny Jones obtained in exchange for the money which the state has expended in his behalf. If you deal in platitudes—efficient living, social ideals and the like—or in terms of pages read or problems performed, you are fairly safe, but if the parent presses you for a further and more definite answer to the question, you would, I am sure, be most uncomfortable. This is not your fault. We have been dealing so long with the machinery of the system and thinking so little of the product that it is natural that we should emphasize our skill in running the machinery rather than in the perfection of the final product.

It seems clear, therefore, that for purposes of salesmanship there is only one defensible definition of the purpose of education and that is this:

**"The purpose of education is to effect changes in conduct on the part of the person educated." Do not misunderstand "conduct" in the narrow light of behavior good or bad. Rather is it that wider sphere of habits of body, mind and heart, of appreciation and attitudes, of skills and abilities. Let us amplify our first definition by a second as to what true education really is:**

"Only that child has been truly educated during a term, a year or any measure of time, whose conduct has been materially changed by the end of that period as measured by his conduct at the beginning."

Please notice the implications which follow. A teacher, then, may measure her success only in terms of pupil performance rather than in terms of courses of study or of time schedules; the center of gravity, so to speak, has moved at once from the machine over to its product. Such an idea revolutionizes almost over night the administration of our schools. It makes it possible to sell education because the buyer, like the purchaser of any other commodity, may focus his attention on the goods. He will not be distracted any longer by our insistence on the excellence of our technique.

Elsewhere I have spoken of the need on our part as teachers for a tenable philosophy of education. You will notice how naturally the purpose we have set forth here flows out of the philosophy. I honestly believe that if every teacher in our schools would measure her own success or failure by the simple standard we have set up, we would have a nation sold on the idea of popular education. Nothing would popularize education more than for parents to believe that our teachers accept their challenge to "make over" boys and girls, mentally, morally and physically, from term to term and are willing to stand or fall to the degree that John and Mary are better and stronger and more alert and more lovable from contact with their teacher than they were before entering her class.

It is one thing to have "good goods"; it is quite another thing to sell them. Granted that a teacher has a sound philosophy of education and proceeds to live up to it, how shall she proceed to sell the idea? She has as prospective customers, (a) her pupils, (b) her fellow teachers, (c) her principal, and (d) her patrons. Let us examine briefly into her selling campaign for each group.

The best advertisement in the world for a good teacher, for good teaching and for education is the whole-hearted testimony of the child being taught. I have often been intrigued by the thought that a teacher would be greatly surprised if she could have set down for her in black and white the candid opinion as to her professional ability of each of her pupils. Many of our teachers score one hundred per cent on such a test and it is safe to assume that the parents of their pupils not only believe in education themselves, but help to study the beliefs of other parents less favorably situated. It is a tonic idea for each teacher to have in mind so to teach as to command the respect and admiration of her pupils—respect for her power as a teacher, admiration for her character as a woman. I do not mean moral worth by character, you may be sure; that is assumed. I mean, rather, a hearty, wholesome, genial personality, whose broad humanity makes the school room a good home for growing boys and girls.

The teacher who attempts to sell her educational ideal to her fellow teachers will be well advised to do so by practice rather than by precept. A propagandist is not a welcome addition to any circle, and a teacher who strives constantly to impress her own point of view on her school will find her path a thorny one. The average teacher, however excellent, is wedded to the idea of a fixed standard of work to which all pupils must attain, or be set aside as educational failures. The teacher who operates her room on the basis of the individual need of her pupils will do most to influence the point of view of her colleagues by her success in the classroom, the good will of her pupils, and the cordial approbation of her patrons.

The same line of reasoning holds true of the teacher's relations with her principal. She may be so fortunate as to have a principal imbued with the scientific idea of education, in which event her work will go forward without let or hindrance. If the principal is apathetic or openly antagonistic, she must exercise her powers of diplomacy to obtain official sanction for her campaign, and then trust to time to work a change in the principal's attitude. Frequent conferences with the principal over individual pupils and occasional invitations to visit her room will gradually attract the interest of even the most unfriendly principal, but the teacher must take care that she does not become too insistent on recognition of her work. After all, the best way of converting a superior officer to a new point of view is not so much by direct attack but by indirect suggestion and the approbation of children and parents.

The teacher's major problem lies with the parents of the boys and girls entrusted to her care. Let me say at this point that the teacher who aspires to be a good salesman needs to learn how to handle people. This is at once a science and an art—a science because the salesman must know enough psychology to understand the working of another's mind, and an art because she needs to be sympthetic and emotionally alive to project herself into the feelings of the people with whom she deals. The teacher soon learns that the number of parents who come to her school room to visit in a friendly spirit born out of a real interest in the teacher's problems are painfully few; the great majority come to seek information on minor points or with definite complaints. I am afraid that the average teacher does not realize the necessity of winning the confidence of each parent who comes in either friendly or unfriendly mood. The average teacher who is otherwise most sincere and conscientious in her work looks upon the casual visitor as an interruption and a nuisance, and this, it seems to me, is a capital mistake. I do not wish the teacher to be insincere or effusive, but a pleasant greeting and a disposition to half-way grasp the parent's point of view goes a long way toward successful educational salesmanship.

The teacher must remember that the parent has one outstanding virtue — she loves her child. If a parent, however disagreeable, resentful or impertinent, errs in judgment, we are reasonably safe to assume that at the bottom the error in judgment arises from a sincere desire to obtain for the little son or daughter the best chance the school world affords. We, as teachers, must not forget that the sometimes unlovely parent who comes to upbraid us for a real or fancied dereliction of duty on our part has spent the best years of her life amid the heavy cares and responsibilities of her home, has agonized over her children when they were ill, has deprived herself of the things most worth while in life for the benefit of her boy or girl. The first and almost primary trait then of a good salesman is the ability to win the confidence of his prospective customers.

Having won the good will of the parent, the teacher should set to work to realize her educational ideal through effecting those desirable changes in conduct which we have described. The teacher cannot successfully attempt to "make over" entirely each pupil in her class; possibly the best she can do is to show the parent that at least one definite goal has been reached in the life of the pupil—a bad habit broken up; a good habit replaced by a better one; a surer grasp on a difficult subject; a new facility in a subject in which the child has been helpless. The best test of success in teaching is evidence of growth on the part of those taught and the gratitude of the father or mother whose child has been assisted to grow, is the best reward of faithful teaching services.

**In conclusion, let me exhort the teacher to look well to herself—no stream rises above the source, and no teacher can effect desirable changes in young lives whose own life is narrowed and confined. The teacher needs to cultivate that "serious cheerfulness" of which Arnold writes, "The serious cheerfulness of a man who has mastered the problem of human life, who knows its gravity, and is therefore serious, but who knows that he comprehends it, and is therefore cheerful"—a serious cheerfulness which is as far removed from Ibsen as it is from Polyanna. The teacher sometimes complains that she is not appreciated. May I not impress upon her that the best way to find wholesome, hearty, loving and appreciating human beings in this weary old world is to be the daily living exemplar of all these virtues herself?**

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## WESTERN SCHOOL NEWS

Superintendence Lawrence Chenoweth of Kern County has issued a calendar for the school year showing holidays, special school days, institute, etc., etc. It is a unique idea, uniquely carried out, and of service. Mr. Chenoweth's Good Posture Chart, Outline of Games and other material are of great value.

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Superintendent H. B. Wilson, joint author with Ruth Thompson of the new modern school readers, has issued in his Bulletin No. 15 Harding's creed of Fairness, and President Coolidge's pungent words on Do Your Day's Work, as follows:

### The Creed of Fairness

**"Remember there are two sides to every question. Get them both. Be truthful. Get the facts. Mistakes are inevitable, but strive for accuracy. I would rather have one story exactly right than a hundred half wrong. Be decent, be fair, be generous.**

Boost, don't knock. There's good in everybody. Bring out the good and never needlessly hurt the feelings of anybody.

"In reporting a political gathering, give the facts. Tell the story as it is, not as you would like to have it. Treat all parties alike. If there is any politics to be played we will play it in our editorial columns. Treat all religious matters reverently.

"If it can possibly be avoided, never cause ignomy to an innocent man, woman or child in telling of the misdeeds or fortunes of a relative.

"Don't wait to be asked, but do it without the asking, and, above all, be clean and never let a dirty word or suggestive story get into type.

"I want this paper so conducted that it can go into any home without destroying the innocence of any child."

Do Your Day's Work

"Do your day's work. If it be to protect the rights of the weak, whoever objects, do it. If it be to help a powerful corporation to better serve the public, whatever the opposition, do it. Expect to be called a standpatter, but don't be a standpatter. Be prepared to be called a demagogue, but don't be a demagogue. Don't hesitate to be as revolutionary as science, or as reactionary as the multiplication table. Don't expect to build up the weak by pulling down the strong. And don't be in a hurry about passing legislation. Give administration its chance to catch up with the laws you already have."

---

The first Teachers' Institute of Nevada County was voted by the teachers as one of the most successful ever held in that section of the state. A full program was rendered from Monday afternoon, November 5th, to Thursday, November 8th. A number of local educators were on the program. Dr. F. C. Touton, University Southern California, gave a number of entertaining and interesting lectures. Mr. John F. Mason, rural supervisor of schools of San Mateo County, a new man in the educational work in California, gave one of the most interesting and instructive addresses of the institute, and also read a number of selections. Mr. Mason's work was especially appreciated by the teachers, as it was along the line of thought which most interested them in their school work.

Mr. Vaughn MacCaughey of San Francisco, Dr. Herbert Stoltz, Mrs. Grace C. Stanley, Miss May L. Sellander, Miss Maude Murchy of the State Department, Mrs. Crase of Berkeley, Miss S. A. Doyle, Mr. John O. Tuttle of Ginn & Company, Miss Sproul of the Chico State Teachers' College, were also on the program.

Mrs. Austin was anxious that her first institute would be a success, and accordingly planned for a considerable length of time to give her teachers the splendid program which was provided them.

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Florence O'Brien, editor of Chico, has been appointed as a member of the State Board of Education, vice Agnes Ray, term expired. E. P. Clark, C. A. Storke, S. D. Merk and F. J. O'Brien gives the control of the board to "ye editors."

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Please note the interesting information in the Knight-Counihan publicity this issue. It contains the names of the prize winners of limerick contest.

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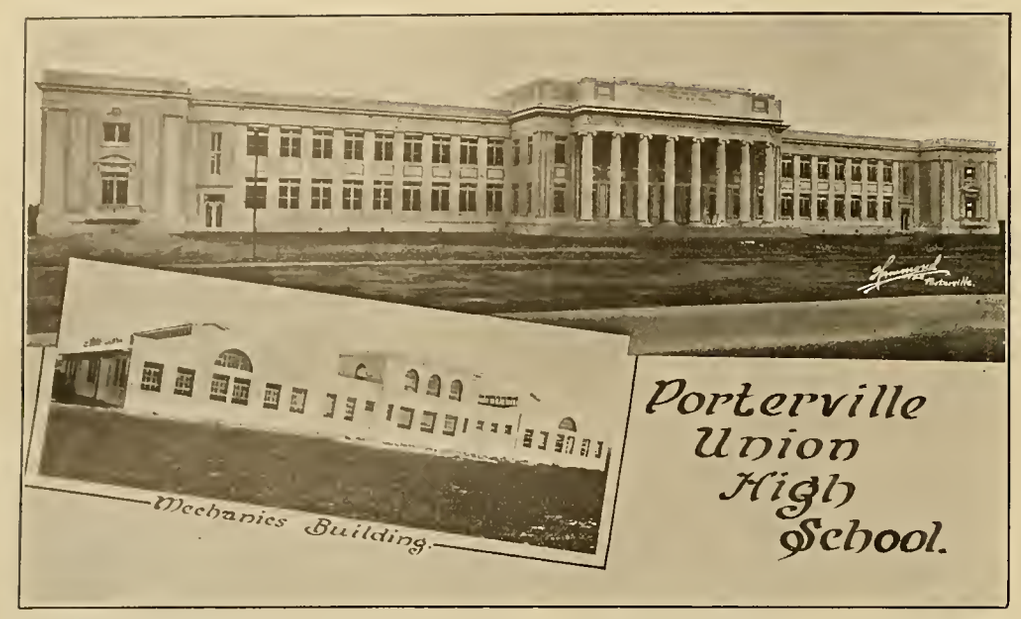


## THE PORTERVILLE UNION HIGH SCHOOL, W. A. FERGUSON PRINCIPAL

By Wm. M. Culp

Tulare County, California, advertises itself as the county of good roads. In yearly yield of agricultural products it ranks as the fourth county in the United States. It is a county of most varied agricultural pursuits, which range from the Middle West type of dairy and stock farm to that of intense culture of vine, deciduous and citrus. Vineyards, orchards of peach, prunes, figs, plums, apricots and oranges abound. Even King Cotton is represented. There are green alfalfa fields, corn over 12 feet in height, and mile after mile of vineyard.

Rich in agricultural wealth, Tulare County is rich also in small prosperous towns that are netted together by excellent concrete highways. This agricultural wealth has led to the development of excellent school systems, and Tulare County ranks high in education in California.

One of the most prosperous and progressive of these Tulare County towns is Porterville.

Porterville lies on the eastern side of the county right on the edge of the foothills that lead up to the Sierra Nevadas in the background. The earth is of a red texture, particularly adapted to citrus growing, and here at Porterville, lying on the side of the foothills out of the frost line belt, you find mile after mile of orange orchards. It is now November and the oranges have just turned to their golden yellow. The first snows are on the Sierra Nevadas and from a green orange grove with its yellow fruit you have an unequalled vision of California contrasts.

It is of the Porterville Union High School that we write. To one man, W. A. Ferguson, principal, must go a great deal of credit for the upbuilding of that institution. This is Mr. Ferguson's tenth year as principal of the Porterville High School. He has seen the school in its small beginnings and this year has moved the high school into its magnificent new quarters.

The citizens of Porterville believe in the education of their children and their energetic support of Mr. Ferguson's program has made possible the things that have been accomplished.

A new campus of twenty-five acres was purchased at a cost of $30,000. The ground is level and has sufficient space for buildings, drill grounds and athletic fields.

A main building has been constructed at a cost of $245,000. This building, of concrete frame and brick fire-wall, has a broad frontage, and is of two stories in height. The interior arrangements of the structure are excellent. Especially attractive has been Mr. Ferguson's planning of the office. Here in close proximity is his private office, the clerk's office, free textbook room, and office practice rooms.

One wing is given to the sciences. On the first floor are the biology and general science departments, with a lecture hall between them. On the second floor are the physics and chemistry departments, with another lecture room intervening.

The other wing contains the domestic science department, cafeteria, music and dramatic rooms. There are in addition fourteen class-rooms, an art room, a study hall and a library. The library is in charge of Miss Ina Stiner, who also gives a course in senior English. Miss Stiner is known as one of the best English teachers in California.

The auditorium is large and holds over 1200 people. The stage has been made extra large and has been attractively curtained with blue velour. Moving pictures can be given in this auditorium.

A new gymnasium has just been completed. There is a fine basket-ball floor and the arrangements of the girls' dressing rooms contain many new features.

A large building out on the campus contains the machine shops and wood shops. Here the eight school busses are housed and cared for.

Five thousand dollars has been spent in erecting bleachers on the athletic field.

The campus will be artistically attractive in years to come, as pergolas are to be erected leading from building to building.

Mr. Ferguson believes in military training and this department at the school is well established.

The student body now numbers over 600 pupils and there are thirty teachers in the faculty.

The present plant represents an investment of some $410,000 and it has been built with an outlook to future growth and expansion.

Mr. Ferguson is fortunate in having an excellent corps of teachers and a high-class student body to work with.

Porterville is fortunate in having such a man as Mr. Ferguson in charge of its high school, for he has accomplished ten years of constructive work and the road still leads on.

## ITEMS FROM THE UNIVERSITY OF CALIFORNIA

### The Davis University Farm Wins Grand Championship Honors

The sheep industry, livestock breeders in general, and boys and girls throughout the agricultural regions of California will feel a thrill of pride in the announcement that California this fall won grand championships for sheep at the three greatest livestock shows in America—one of them the greatest in the world, at Portland, at Kansas City, and finally at the great International at Chicago.

Everyone will recognize in these high honors the reward of faithful labor and intelligent leadership. The discerning eye will recognize an omen of golden opportunity opening before our state, which seems destined to pass from its phase of abundant productivity in general to a place of leadership and a center of distribution for purebred livestock of the highest type.

Our agricultural course in the public schools, the boys' and girls' project clubs, the whole system of agricultural education culminating in the College of Agriculture at Berkeley and Davis, is holding before our young people this ideal. At the same time it is faithfully training them for the high place of leadership which seems to lie within their grasp.

### University Matriculants Show Steady Gain in Command of English

The number of students who in August-September, 1923, passed "Subject A," the University test in English required of all applicants for admission, is relatively greater by virtually one-fifth than the number passing in 1922, according to a statement submitted by the Committee on Subject A to the last meeting of the Academic Senate.

The report in detail is as follows:

| | 1920 | 1921 | 1922 | 1923 |
|---|---|---|---|---|
| Total number taking the examination | 3117 | 2475 | 2525 | 2325 |
| Number passing the examination | 1273 | 960 | 1298 | 1372 |
| Number failing the examination | 1844 | 1515 | 1227 | 953 |
| Percentage passing the examination | 40+ | 38+ | 51+ | 59 |
| Percentage failing the examination | 59+ | 61+ | 48+ | 41 |

The Journal is glad to reprint this item, since it represents on its face an encouraging report, an improvement in the ability of our public school graduates to write acceptable English. A jump in four years from 40 to 59 per cent of successful can-

didates taking this entrance English examination is of course a gain that is worthy of comment.

Nevertheless, meditating upon the vast machinery for English instruction that operates along the twelve year path of the public school child, the Journal wonders why it shows in the end only 59 per cent efficiency.

## SCHOOLMASTERS' CLUB OF SOUTHERN CALIFORNIA ANNUAL DINNER AT PAULAIS, LOS ANGELES, DECEMBER 20, 1923.

The most looked forward to event during the hectic week of the California Teachers' Association Southern Section meeting at Los Angeles is the annual dinner of the Schoolmasters' Club of Southern California. For it is there that wit does flow and more unity of the teaching profession is felt. This year's meeting was par excellence. President A. R. Clifton, superintendent of Monrovia schools, as toastmaster, in clever and gifted language introduced the speakers of the evening. The speakers, made mellow by turkey viands and sparkling Arrowhead water, responded in tune.

Dr. William C. Bagley spoke of twenty years ago and now. Twenty years ago Los Angeles knew not of the Atlantic Monthly, now the news dealers carry their stacks high. Dr. Augustus O. Thomas told funny stories and then was serious by turns. Dr. David Starr Jordan, in fine fettle turned a few good ones on the easterners present and proceeded with characteristic remarks. He was given a great ovation. Dr. Ross Finney protested he knew not how to make an after-dinner speech and proceed to make a great one. Superintendent Mark Keppel gave a roster of prominent members of bygone days. Walter B. Crane, president of the Southern Section, gave a few words of appreciation of the assistance given by the Southern Council in putting over the Southern Section meeting. Paul E. Stewart, president-elect, spoke a few words.

D. K. Hammond, principal of the Santa Ana high school, next year's president, responded with a few remarks, as did also Harry M. Shafer, elected to the vice-presidency.

To Mr. Clifton goes the credit of carrying to a successful conclusion a most successful annual meeting of the Schoolmaster's Club of Southern California.

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Two additional assistant superintendents authorized under the 1923-24 budget and one assistant superintendent to take the place of one who resigned were appointed by the Board of Education yesterday on the recommendation of Superintendent Dorsey of Los Angeles city schools. They will take office January 1.

Vierling Kersey, at present director of part-time education in the schools and principal of the Polytechnic Evening High School, will become fifth assistant superintendent in place of E. J. Lickley, whose resignation will be effective January 1. Frank A. Bouelle, principal of Lafayette Junior High School and for thirty years connected with the city schools, and Miss Elizabeth Bates, principal of the Sixty-sixth street school, will become sixth and seventh assistant superintendents, respectively.

The salary of Mr. Kersey will be $5500 a year, while the other two will receive an annual salary of $5000. Messrs. Kersey and Bouelle were elected for a period of four years, while Miss Bates was elected to be on probation for one year.

## "IF THE DAY BE SWEET"

Several months ago Ednah Aiken's story "The Hinges of Custom" was published by Dodd, Mead & Company, and the success was so immediate that she was given an order to write "If Today Be Sweet." It is published by Dodd, Mead & Company in a very attractive form, and it has the feel and appearance of a book you want to read. The dedication to David Starr Jordan is the most alluring bit of English that I have ever read in the front of a book. I have made some study of "dedications" and, taken from all angles, this one of Ednah Aiken's to Dr. Jordan has not been equalled.

The scene of the story is laid in Napa Valley. The foothills, the vineyards, the festivals, are described in Miss Ednah Aiken's well known short, gripping sentences—an absence of colons, semi-colons, and very few commas. It is an individual style that appeals much more than the involved sentence.

The human interest in the story circles around a number of personalities, including an Italian girl that is delineated with artistic skill. She is a creation. The problem is a subtle, suggestive and sympathetic treatment of the prohibition question, especially its effect on the vineyards of the State. There is not much "suspense" or mystery in the story. If we criticise adversely at all, it would be that the author does not have enough of intriguing moonlight scenes, of virile yet emotional love affairs. Human interest in fiction themes must, to attain the highest peak, have the masculine and feminine interest dominate, and dominate tremendously.

I hope, however, that this comment will leave the reader eager to read the book, and will fix its position in the minds of the librarians that it is a book that should be read with interest and profit by all. The book is by a Californian, Ednah Aiken of Lavender Farm, Los Altos; published by Dodd, Mead & Company, New York. For sale by all book stores. Price $2.00.

Harr Wagner.

## FIRE

The building occupied by C. F. Weber & Co., furniture and school supplies, at 609 Mission street, was burned on Saturday morning, December 22d. The several large floors occupied by a fine display of desks, school, church and theatre furniture, office fixtures, etc., were destroyed. The C. F. Weber & Co. suffered a heavy loss. However, the firm had large warehouses filled with merchandise and will be able to pay immediate attention to orders and continue the prompt and efficient service that has always characterized this company.

## MACMILLANS BURNED OUT

The Macmillan Company, also located at 609 Mission street, suffered greatly by the fire of Saturday morning, December 22, 1923. The Macmillan Company, under the management of Mr. Morehouse, carried a large stock of school and trade books. The entire stock in the depository and salesrooms was destroyed. Fortunately the company had a big supply in the warerooms and all orders will be given immediate attention until permanently located. The mail addressed to 609 Mission street will be delivered promptly.


Service

"I had six honest, serving men;
(They taught me all I knew);
Their names are WHAT and WHY and WHEN,
and HOW and WHERE and WHO." (KIPLING)

WHAT was the Declaration of London?
WHY does the date for Easter vary?
WHEN was the great pyramid of Cheops built?
HOW can you distinguish a malarial mosquito?
WHERE is Conberra? Zeebrugge?
WHO was the Millboy of the Slashes?

Are these "six men" serving you too? Give them an opportunity by placing

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in your school, home, office, club, library. This "Supreme Authority" in all knowledge offers service, immediate, constant, lasting, trustworthy. Answers all kinds of questions. A century of developing, enlarging, and perfecting under exacting care and highest scholarship insures accuracy, completeness, compactness, authority.

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Fannie McG. Martin, formerly county superintendent of Sonoma County, a teacher, lawyer and prominent citizen, died recently. In the educational regime at Santa Rosa, where Frederic Burk, F. T. Bunker, Archibald Anderson, E. Morris Cox and Minnie Coulter were getting their background of elementary school experience, Mrs. McG. Martin as superintendent of county was a forceful character.

The Covina Citizens of November 8 contained a most excellent article on History, by Ben S. Millikan, district superintendent of schools. He writes of the importance of primitive life, holidays, biography, dates and war.


Ladies:

whether traveling alone, or with members of their family, enjoy a sense of comfort and security at

The ANGELUS
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which is impossible in a cheap hotel. The difference in cost is infinitesimal — the difference in surroundings, people and satisfaction, infinite.

European Plan.

REASONABLE RATES, IN THE HEART OF THE CITY

H. J. TREMAIN, President
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*The Angelus Grill—Quiet, Refined, High-class, Moderate Prices*

## A PROPOSED NEWSPAPER COURSE IN SOCIAL, CIVIC AND ECONOMIC PROBLEMS

By Ernest E. Oertel, Principal, Galt Joint Union High School

Schools and newspapers have much more in common as functional institutions of society than is commonly suspected. Although they differ in objectives and methods, they serve much the same purpose in our national program of training for social, civic and economic efficiency. The schools exist avowedly for the purpose of training our youth in as many directions, mentally, physically and socially, as accepted pedagogy deems necessary. Newspapers do not aim to be didactic, but ever since they came into existence they have always influenced the social and civic thinking of our adult population, and in some periods have actually moulded it. Both institutions have their part in forming a collective concept as to what constitutes good citizenship. Both function educationally in propagating the same social consciousness, though each has a different clientele.

Does it seem strange to place the newspapers alongside the schools and call the two co-workers, concerned with common social problems and issues? Ordinarily the two are not thought of in such relationship. But is it not true that our schools and newspapers do present for consideration common social problems and issues? Is it not true that the peculiar service of both these institutions is to stimulate thought by presenting data from the various social, political and economic fields? The newspaper does this automatically as it relates topics of the day. The service is a conscious process on the part of the schools; that is, where the schools are awake to the need of training our youth for efficient participation in society.

Schools and newspapers are tools that fashion for society from time to time what it wants developed in the way of social consciousness. The government has many times recognized the value of using the schools and newspapers to propagate Americanism and national-mindedness in times of stress. What better agents are there at any time for shaping the national consciousness in the way democracy dictates it shall be shaped?

That schools and newspapers propagate the same social ideals is demonstrated in the way both institutions respond to changes in social thinking. Can it not be said of the schools, as is often said of the newspapers, that it is a "mirror of the times"? Any newspaper man knows that a newspaper to be successful must meet the changing demands of a changing people—must reflect their attitudes and habits of thoughts, tell them what they want to know. Is this not equally true of the school? Any history of education will reveal the fact that our school organization and the content of our school curricula have been changed innumerable times, not to please some particular group of school administrators, but to meet the demands of people whose social ideas had changed. Is it not reasonable to assume, then, that schools and newspapers are tools, tempered and wielded by society for common social ends?

Now if schools and newspapers do perform a joint service in developing social, civic and economic understanding in our citizenship, should not the schools be more willing to study the newspapers in an effort to gain what they have to contribute as their share in formulating or shaping the social consciousness? Too often at the present time the school regards the newspaper as a necessary evil from which may be filtered on occasions a little necessary data, if, indeed, it is regarded at all.

Educators of today are endeavoring to reorganize our curricula so that regular social science courses may be offered in place of other courses now considered less vital to our social and economic welfare. This movement is conceded to be praiseworthy by practically all progressive students of education. According to the present outlook, training in the social sciences will be greatly emphasized in all progressive school systems of the future.

Now if there is to be a specific, labeled study of the social sciences, should we not name one of the courses of the new requisite group "A Newspaper Course in Social, Civic and Economic Problems"? Does not the newspaper deserve as much attention; is it not always an unlimited source of problems, issues, suggestions and stimuli for students of current affairs? The newspapers deal with social problems that people are thinking and talking about—timely issues upon which the attention of the world is focused. Problems are stated differently in different newspapers, various hypotheses are indicated, data are gathered from far and wide, and many conclusions are drawn. Could there be a better source of suggestive subjects for a course in civic education?

The aim of modern courses in the social studies is to confront the student with definite social issues and stimulate him to overcome the difficulties by project methods. Our proposed newspaper course would present these definite social issues in giving the student daily access to ten or twelve good, representative newspapers such as, say, The New York Times, The Chicago Daily Tribune, The Kansas City Star, The Springfield Republican, The Cleveland Plain Dealer, The Portland Morning Oregonian, The Christian Science Monitor, The New Orleans Times Picayune, plus one or two local papers. These newspapers could be read in regular classes under supervision, specific problems could be assigned and followed up, editorial policies analyzed and discussed, colored news could be detected by practiced reading, independent judgments formed by virtue of comparison and evaluation of reading, predictions could be made in the various social, political and economic fields, a right course of action outlined for progress in some particular social enterprise, the consensus of opinion could be determined—all these activities could be made the result of intelligent reading of a few good newspapers. Such a course would be dynamic, full of possibilities for good progressive and constructive thinking. At a small expense schools could subscribe for a dozen good newspapers, provide filers, and there would be established a working laboratory, fully equipped, wherein guided students could become more familiar with and more seasoned to world affairs in the course of a few months than would be possible were they to read all the books printed that deal with civic education.

Some will say, of course, that even though newspapers do present some social problems they are too sensational, too vulgar, and in some cases too sordid for even high school students to consider, let alone study. This is, fortunately, not a legitimate criticism of all newspapers in this country. In 1923 one does not find it difficult to select a dozen metropolitan dailies that make an honest effort to present clean, constructive news rather than the other type demanded by a diminishing number of readers. And even if students did occasionally run across a bit of copy sensational and destructive in content, would it not be better for them to read it and know it for what it is in school where comparison and evaluation were possible than to have them read such copy wholesale outside the school, having no trained sense of value in news? The chances are that if the better class of newspapers were read in school in a correctly supervised class, students would be too busy following up constructive news to concern themselves with much else.

Whose fault is it that our newspapers do not have uniformly clean copy? Do not the newspapers print what the people want? If the copy our newspapers print has a low average of intellectual appeal is not that fact in itself an indictment of the reading intelligence of our people? Do not shallow, superficial, sensational newspapers indicate a lack of appreciation of constructive news on the part of the readers? What determines whether the man on the street is to direct his attention to some choice bit of scandal in his newspaper or to follow with interest reports, say, of some constructive legislation or of some important economic reform? Is it not his training, his education, or, if he lacks education, is it not because of his tastes, cultured or uncultured? Is it not obviously, then, a social duty of our schools to train all classes of people to read the newspapers intelligently, read them for the good that is in them and by so reading gradually increase the demand for better copy on every city editor's desk? Newspapers will always be read. They will always be a cause producing an effect for good or evil in our national social consciousness. It behooves the school to deal with cause rather than effect. If our readers in general could be trained to appreciate and demand clean, constructive news and be taught by virtue of higher interests to disdain gossip, scandal, crime details, and sordid suggestions in their newspapers, would not the newspapers themselves surely change? Then would not their effect on our national consciousness be different? If the schools would extend their influence in their new activity in the social sciences they cannot afford to ignore the newspapers.

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The Hotel Stowell, Dan E. Woods managing director, has sent a special offer of rates and service to the teachers of Southern California during the meeting of the C. T. A., including special passes to the Mary Pickford and Douglas Fairbanks studios, where they are now making "The Thief of Bagdad." The Hotel Stowell is well conducted, has reasonable rates and fine service. It is located centrally at 414-418 South Spring street. Rates $2.50 per day.

SAN FRANCISCO
PUBLIC LIBRARY



A. N. Palmer, the author, manufacturer and successful "go getter" of the Palmer System of Penmanship, was one of the speakers at the C. T. A., Bay Section, October 22-24. Mr. Palmer was also a guest at the School Masters' Club. He is a genial companion and his achievements in producing and promoting the best system of penmanship in the United States have seldom been equaled.

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An interesting little book, the work of Norinne Connelly, of the University Elementary School of Berkeley, Cal., has recently appeared. Miss Connelly is now teaching second-grade in Roosevelt School in New Rochelle, being one of the exchange teachers in this city.

The little book is called "Children's Songs and Stories of the Wild Flowers" and has a most interesting history. When Miss Connelly was teaching in the Washington School in Berkeley, Cal., the children in her class were making a study of wild flowers, and as the work progressed made rhymes about the flowers. Later little tunes were fitted to the rhymes and a while later again the more creative work of telling fairy tales at the language period was introduced. When the children realized that the best tales told at this period would be included in the book Miss Connelly was compiling, their efforts were stimulated, with the result that the volume finally published is most interesting in its content. It is made up entirely of the songs and stories about the flowers just as the children sang or told them. The book is beautifully illustrated by Carola Kuss Cordell and is a most attractive volume for school use.—From the Standard-Star, New Rochelle, N. Y.

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Hon. Will C. Wood, superintendent of public instruction, has been filling a number of pressing speaking engagements in Eastern States. California has never had a superintendent whose reputation as a speaker was nation wide.

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The observance of the law is the greatest solvent of public ills. Men speak of natural rights, but I challenge any one to show where in nature any rights ever existed or were recognized until there was established for their declaration and protection a duly promulgated body of corresponding laws. The march of civilization has been ever under the protecting aegis of the law. It is the strong defense of the weak, the ever-present refuge of innocence, a mighty fortress of the righteous. One with the law is a majority. While the law is observed the progress of civilization will continue. When such observance ceases chaos and the ancient might of despotism will come again. Liberty goes unsupported or relies in its entirety on the maintenance of order and the execution of the law.—Calvin Coolidge, President.

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Mary L. Fulkerson, county superintendent of Marion County, Salem, Oregon, is writing a series of articles entitled, "Leaves from a County School Superintendent's Diary." The diary is worth while. It is witty, not over-exaggerated, simple and straightforward, and well worth while. Mrs. Fulkerson is one of the live superintendents of the West and is building for the future. She has ability with a vision.


# Here are the Winners

***In the Bank Stock Limerick Contest!***

1st Prize.....$50

*Won by Miss Irma Bromley, Vice-Prin.*
*Mt. Diablo Union High School, Concord, Calif.*

I'm an elephant, yes, but I'm wise,
I know what is good for your eyes.
And I'm telling you true
That the paper for you
Is the Bank Stock that I advertise.

2nd Prize.....$25

*Won by Mr. G. C. Barton, Principal,*
*Round Valley Union High School,*
*Covelo, Calif.*

For quality, texture and surface
Adapted to every school purpose,
There is none quite so good
Made from rag pulp or wood,
As Bank Stock, the paper of service.

3rd Prize.....$15

*Won by Miss Vera Franklin, Teacher,*
*Sheridan Grammar School,*
*San Francisco*

A lady from old Tipperary
Has a daughter whose first name is Mary.
She's a wise little lass,
The best in her class,
For she uses Bank Stock Stationery.

Honorable Mention and Prizes of $1 Each to

MISS ALICE K. TUPMAN
MR. J. J. MASON
MISS LEONNE BEATTY
MISS MARY B. THORNE
MR. M. I. CONNELL
MRS. ELVA S. CURETON (2)
MISS RUTH C. HOFFMAN
SISTER MARIE (FREMON)
MISS FAUSTINA SPADONI
MR. R. A. SMITH
MISS LUELL E. DRISCOLL
MISS MARION C. PRYNE
MISS PERLE ZIMMERMAN
MR. STANLEY G. BRENEISER
MRS. A. E. WHITE
MISS WINNIE E. CHAMBERLIN (2)
MR. WILLIAM L. GAYLORD
MISS MABEL E. FLORINE
MISS VERA FRANKLIN
MISS RUTH C. WALL

For their courtesy in serving as judges, we are indebted to the following:
**Miss Elisabeth E. Hauselt, President, San Francisco Grade Teachers' Assn., San Francisco**
**Mr. Harr Wagner, Editor, Western Journal of Education, San Francisco**
**Mr. Vaughan MacCaughey, Associate Editor, Sierra Educational News, San Francisco**

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The American Chemical Society, Munson Building, New York, is offering $10,000 in cash prizes for essays on chemistry. The prizes are to stimulate interest in chemistry in secondary schools. Write to American Chemical Society, Munson Building, New York, for full particulars.

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Miss Katherine Chandler, author of "As California Wild Flowers Grow" and "Stories of Wild Flowers Children Love," is on the committee in charge of the Flower Show the California Spring Blossom and Wild Flower Association will hold at the Palace Hotel April 25 and 26, 1924. The association offers prizes for the best exhibits of wild flowers from the schools of the State. Miss Alice Eastwood, botanist of the California Academy of Sciences, is in general charge of the wild flower exhibits and will name any specimen sent before the show to her at the Academy, Golden Gate Park, San Francisco.

Latest attendance figures obtained by State Superintendent of Schools Will C. Wood show that the enrollment for all public schools in California for the last school year was 912,578, an increase over 1922 of 73,655. The enrollment is divided as follows: Elementary schools, 598,777; high schools, 270,127; and kindergarten, 43,674.

Los Angeles County has the largest enrollment, her total being 312,093. Other leading counties are: Alameda, 84,107; San Francisco, 76,344; Fresno, 44,341; San Diego, 31,348; Santa Clara, 28,867; Sacramento, 23,897; San Bernardino, 22,725; Orange, 22,078; San Joaquin, 21,565.

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Belmont High has been located in the West Temple street section and will secure its students from Central and Virgil Junior districts, thus relieving Lincoln, Hollywood and Los Angeles high schools of some of their excess students. This new institution is directed by Mr. W. W. Tritt, formerly principal of Thirtieth Junior High.

## THE THIRTIETH ANNUAL SESSION OF THE CALIFORNIA TEACHERS' ASSOCIATION, SOUTHERN SECTION, HELD AT LOS ANGELES ON DECEMBER 19, 20, 21, 1923.

**Held in Connection with Teachers' Institutes of Imperial County, Los Angeles County, Riverside County. San Bernardino County, San Diego County, Long Beach, Los Angeles, Pasadena, Pomona, Riverside, San Bernardino (City and County), San Diego and Santa Maria, December 17, 18, 19, 1923.**

Under the leadership of Walter B. Crane, principal of the Part-Time High School, Los Angeles, and president of the California Teachers' Association, Southern Section, Southern California, during the week of December 17, 18, 19, 20, 21, 1923, carried out in its Thirtieth Annual Session, an eductaional program.

Thirteen thousand teachers were in session. Thirteen cities and towns simultaneously were engaged in the huge task and during the last three days of the week some ten thousand teachers and more from all over Southern California filled three great Los Angeles auditoriums. In the carrying out of this great program Mr. Crane was ably assisted by F. L. Thurston, executive secretary of the Southern Section.

Wise men from the East were in attendance. Instead of three there were ten who bore the brunt of most of the lecturing. A not easy program, as most of these ten lectured at six different towns ranging from ten to a hundred and forty miles apart.

From New York came Dr. William C. Bagley, Teachers' College, Columbia, with a twinkle in his eye and much staid information. And from New York, also, was Dr. Frederick W. Roman, School of Commerce, New York University, whose series of four political lectures made him a much pressed speaker. From Maine came Dr. Augustus O. Thomas, commissioner of education of the State of Maine, huge, jovial, with a message on World Education. The University of Pittsburgh sent Dr. W. T. Root, professor of educational psychology, a master at pedagogical English, who got away with it with much applause. Colorado sent Professor C. G. Sargent, director of rural education, Colorado State Agricultural College. Dr. Dayton C. Miller, head of the department of physics, Case School of Applied Sciences, Cleveland, Ohio, gave a series of five lectures on Sound that proved an exceedingly profitable course. Dr. E. W. Chubb, dean of Ohio University; Dr. Eugene Davenport, dean and professor emeritus, College of Agriculture, University of Illinois; Dr. Ross L. Finney, College of Education, University of Illinois, made splendid addresses. Mr. Frank Waller Allen, literary editor, Illinois State Journal, gave a great series of talks on the Practical Psychology of Living.

Of Western speakers there were many: Will C. Wood, superintendent of public instruction of California; Dr. David Starr Jordan, president emeritus, Leland Stanford Junior University; Mr. Maurice Brown, director of the School of Arts of the Theatre, San Francisco; Dr. Walter F. Dexter, president of Whittier College; Mr. A. C. Olney, commissioner of secondary education of California; Mrs. Grace C. Stanley, commissioner of elementary education of California; Dr. Miriam van Waters, referee of the juvenile court of Los Angeles; Dr. Rufus V. von KleinSmid, president of the University of Southern California; Dr. Frank C. Touton, professor of education, University of Southern California; Dr. Frederic P. Woellner, University of California, Southern Branch.

An innovation of great importance and which turned out to be a decided success was the giving of five series of lectures by prominent lecturers. These lectures, five each in number, were delivered in the afternoon during institute week. Dr. Dayton C. Miller spoke to the teachers of physical science on Sound; Mr. Maurice Browne lectured to English teachers on Literary and Domestic Values; Dr. Frederic Monson gave five great geographical lectures to teachers of geography; Dr. Frederick William Roman spoke to teachers of history and economics on various pertinent world political subjects; Dr. Miriam Van Waters discussed the Social Psychology of Adolescence with principals and social workers.

The great program put on by the Southern Section owed its being to the hearty co-operation between the various county and city superintendents of Southern California. Ten thousand dollars was spent in carrying out the great program. Of this amount Los Angeles County, under Mark Keppel, contributed $3,500 and Los Angeles City, under Mrs. Susan Dorsey, superintendent, and Robert H. Lane, assistant superintendent in charge of institute, contributed $3,000. Other Southern California cities contributed in proportion.

The continuation of the Southern Section program is in the guiding hands of Paul E. Stewart, superintendent of Santa Barbara city schools, who was elected to succeed Walter B. Crane. Edward L. Moore of the San Diego High School was elected vice-president, and H. T. Clifton of Pasadena High School was elected treasurer. Mr. Stewart as president will hold office in a crucial year and abundance of success is wished him.

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Mrs. Susan Dorsey of Los Angeles received a wealth of congratulations during institute week on her re-election for another four year term at an increase of salary to ten thousand dollars.

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Vigorously flaying what he called the "attempt on the part of a growing group of so-called statisticians to reduce the standards of American civilization to those maintained in the middle ages," Dr. Augustus O. Thomas, state commissioner of education, Maine, delivered a stirring address at the Trinity Auditorium.

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Shakespeare was one of the earliest preachers on prohibition. He has taught the world the hideousness of vice. He has shown the world the fruits derived from wrongdoing. These were a few of the salient points of a lecture given by Dr. E. W. Chubb, dean of Ohio University, held in the Bible Institute Auditorium.

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Addressing nearly 2000 teacher students at Philharmonic Auditorium, Dr. David Starr Jordan, president emeritus of Leland Stanford Junior University, told his audience that three of the greatest obstructions to a university are the Philistines, the Pharisees and the charlatans who sometimes manage to worm their way into educational institutions.

"The Philistine who seeks to have the faculty guarantee the opinions of the students, the Pharisee who engaged in the spread of a particular creedal propaganda and the charlatan who pretends to knowledge he does not possess are all equally undesirable in the university," said Dr. Jordan.

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In his speech on "Turning Fear Into Faith," Mr. Allen scored psychologists.

"Because you are normal and wholesome in your thoughts about men and women, clean, poised, sane, gentle, you are not bothered about the neurotic, erotic or tommyrotic," he said. "The honest man knows that if confidence, good will and honesty were not the prevalent belief of men with reference to one another and institutions, the entire structure of modern business would not last ten months."

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Modern educational systems and institutions will fail in their attempts to develop great citizens for the democracy of tomorrow unless the schools of today lay stronger emphasis on the value of spiritual things, according to the opinion voiced by virtually every speaker at various sessions of the Los Angeles City Teachers' Institute.

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Speaking before the elementary and kindergarten teachers at the Philharmonic Auditorium, Dr. E. Davenport, dean of the college of agriculture, University of Illinois, said that the only kind of ambition the teacher should develop in the pupil is the desire to be useful.

"One does not need to be a Napoleon, a Grant or a Dewey in order to justify his life," declared Dr. Davenport. "For my part, I take my hat off to the average man and woman of society and I submit that it is more commendable in an instructor to point his pupil to an honest neighbor as a model than to parade before him the name of Bonaparte and other such nuisances of history."

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Miss Katherine Chandler, author of "As California Wild Flowers Grow" and "Stories of Wild Flowers Children Love," is on the committee in charge of the Flower Show the California Spring Blossom and Wild Flower Association will hold at the Palace Hotel April 25 and 26, 1924. The association offers prizes for the best exhibits of wild flowers from the schools of the State. Miss Alice Eastwood, botanist of the California Academy of Sciences, is in general charge of the wild flower exhibits and will name any specimen sent before the show to her at the Academy, Golden Gate Park, San Francisco.

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# Schools and Teaching In The Far North

By Ruth Thompson

PART I.

One of the great fields for educational activity is the territory of Alaska. Problems of a unique nature have arisen in establishing a school system. Out of these primitive conditions and surrounding difficulties two types of schools have been established. One type is the school for natives, Indians and Eskimos; these schools are under government supervision. The other type of school is that governed by a territorial board of education; that type instructs white children and half-breeds. The latter are included in this group because they are American citizens and therefore are entitled to attend the public schools as is any child born under the flag of the United States.

L. D. Henderson, the commissioner of education, appointed by the territorial board of education, with headquarters in Juneau, Alaska, has summed up briefly the five stages through which education in Alaska has passed as follows:

"The period of Russian control, extending from 1785 to 1867.

"The period of governmental neglect, from 1867 to 1885, during which time the various churches, including the Graeco-Russian, were responsible for whatever educational work was accomplished.

"The period of co-operative effort between the government and the various religious denominations, beginning in 1885 and terminating in 1895, when the Bureau of Education discontinued the practice of granting contracts to church organizations for the maintenance of schools.

"The period during which the local control of schools for white children was secured and a system of schools for white children, definitely established, beginning with the Act of 1900, which permitted the incorporation of towns and provided for school revenues, and terminating in 1905, when the Nelson Act, with its provision for schools for white children in communities outside incorporated towns, was passed.

"The last distinctive period is that beginning in 1917, when Congress removed the restrictions formerly placed around the Territorial Legislature and permitted the people of Alaska to control their own schools."

Under Mr. Henderson's direct charge there are now 80 elementary and high schools; 180 teachers and 4,000 children in attendance. The majority of these schools are in the more accessible districts in north-central and southern Alaska, while the native schools are farther in the interior and on the colder northern coasts. There are, however, two schools within the Arctic circle. They are Kotzebue and Wiseman.

Some of the difficulties attendant upon being the commissioner of education may be gained by quoting from the superintendent himself when he reports upon visits made. He visited sixty-six schools during 1921 and 1922. To accomplish this he was absent from the office a total of 248 days and covered approximately 15,000 miles. In addition conferences were held in Juneau with school board members, superintendents and teachers while they were en route to or from the States.

Visiting schools in Alaska does not involve getting into an automobile and driving over a highway, even over mountains and valleys, such as California superintendents are accustomed to doing, but Mr. Henderson must await the time of the coming of the boats, perhaps once or twice weekly, and travel by water up the picturesque waterways of the Far North. A part of the year no boats are running. Dog teams are used to travel overland. Ice bergs, glaciers, snows, ice, rain, are all in the day's work, while again the weather may be as perfect and exhilarating as one could possibly wish.

Mr. Henderson tells concisely of the difficulties incident to the supervision of Alaska schools and of his first taking charge:

Lester D. Henderson, Territorial Commissioner of Education of Alaska.

"When the commissioner of education assumed charge of the Territorial Department of Education on May 10, 1917, the department existed in name only. Everything from the selection of an office and the choice of furniture for equipment for the same to the actual carrying out of the duties prescribed by law had to be done. At that time schools were maintained in forty communities outside the incorporated towns and in fifteen incorporated towns. These schools were scattered all the way from Kiana and Eagle in the north to Unga and Ketchikan on the southern coast. Information regarding the schools was confined to the rather limited statistics appearing in the report of the Governor. The matter of securing further information was the work of months, due to the inadequate mail service maintained in some parts of the Territory and the great distance involved. Several school boards had no knowledge of the creation of such an office until the visit of the commissioner of education in September and October.

"This brings us to the most serious handicap to the effective administration of the schools. In the average state it is possible to communicate with all the schools and receive replies in from a few days to a week's time. In Alaska, replies to communications sent out in September cannot be received from some dozen schools until late in December and not until considerably later from two or three others. Communications sent out later than March first cannot well reach these schools before the close of the school year, due to the fact that there is a period of from six weeks to two months in which no mail is moving, when the transition from dog team mail service to water transportation is being made. As much time as from one to three weeks elapses before the communications can be sent and replies be received from many of the schools on the southern coast, especially during the winter months, when many of the boats are off the run.

"These facts make necessary the anticipation of the needs of many schools for several months in advance and in the case of supplies and equipment for at least one year, since the delivery of winter freight to some points is either expensive or impossible and parcel post and third-class mail move very slowly, or in some cases not at all. They also render impossible the giving of standard tests in the various subjects and the compilation of general statistics thereon in time for use during the same year, for purposes of comparison in but a part of the schools. Other phases of administration are also rendered more difficult by the infrequent mail service.

"Slow and uncertain facilities also make difficult the inspection of schools by the commissioner of education and result in considerable wasted time. It is manifestly impossible for one official, with a limited travel allowance, a very limited office force and a field embracing approximately six

WRANGELL

The Wrangell public school building occupies ground space of 68 by 72 feet. The building is of the H type and contains five classrooms in addition to halls and classrooms. Manual training classes are conducted in a nearby building. The school is heated by means of steam radiators and is lighted by electricity. Within a few feet of the main school building is a playshed 36 by 80 feet in size, in which are swings and other playground apparatus. Total enrollment in elementary and high schools is 129 pupils. Five teachers are employed, including the principal.

THANE

Two standard classrooms in addition to cloakrooms and lavatories are contained in the Thane public school building. The building is modern in every respect. It is heated by means of steam radiators and is lighted by electricity. Work in the elementary school only is presented. The enrollment is 49. Two teachers are employed. The Alaska Gastineau Gold Mining Company's mill appears in the picture.

hundred thousand square miles in which transportation is slow and at times uncertain, to visit the various schools oftener than once in two or three years. This condition naturally results in supervision of an indirect type.

"The presence of two distinct races of people and the resultant mixing of blood creates difficulties in supervision and administration. Children of mixed blood, who lead a civilized life, are legally entitled to admission to the Territorial schools. The question as to whether or not such children lead a civilized life is seldom, or ever, raised, and they are in most cases admitted to the schools without protest.

"In the communities where the children of white parentage predominate, there is usually no problem presented. The same is true of schools made up entirely of children of mixed blood. However, where the two races must mingle, there is usually a certain degree of friction, the parents of white children often keeping them out of school and securing a private teacher to avoid the close contact and what they consider the evil resulting therefrom.

"Full blood Alaska natives are received in some schools without protest, in others under protest, and in still others they are excluded entirely. Strange as it may seem, some mixed blood schools strongly protest against the admission of full blood natives."

Besides the elementary and high schools, two other educational ventures were made in Alaska during the last few years. The first was the establishing of the Alaska Agricultural College and School of Mines, which opened in 1921, three miles from Fairbanks, and the second was the kindergarten maintained at Juneau during the school year 1921-1922.

Charles E. Bunnell was elected president of the college in August, 1921, and in December of the same year he began the work of organization. September, 1922, was the opening date of this institution of learning. Courses offered by six instructors included agriculture, home economics, general science, civil engineering and mining engineering. There was a regular enrollment of sixteen students, but for a six weeks' course 100 students enrolled.

There is interest manifested in this college in the northern dominion, for Mr. Henderson states that his pupils nearly all plan to take high school work and that sixty per cent of them attend college in the States. One young man has been attending West Point.

There is to be an attempt this year to extend the kindergarten work into other communities besides Juneau. Cordova, Fairbanks and Wrangell schools are considering maintaining kindergartens. They may conduct them this year.

In September, 1922, the first teachers' institute was held in Ketchikan, Alaska. The second institute was held early in September this year. This is a great step forward in the stabilizing of Alaska's educational activities. Here is a district where an institute can be especially appreciated, for many of the teachers who stopped in Ketchikan in September realized that here was their last stopping place and source of inspiration, as far as drawing it from civilization could go. This was the last stopping place before seclusion in a fishing village, in a camp, or a small settlement of half-breeds or natives, commenced. Mr. Henderson furnished the best that was at his disposal for his teachers. There were 100 teachers present. The speakers were: Miss Charl Williams, former president of the N. E. A. and now field secretary of that organization; Dr. Frank C. Touton, professor of education, University of Southern California; Dr. J. L. McCrory, assistant superintendent of the Omaha schools and an instructor at the University of Washington this last summer; H. C. Fish, head of the history department, State Normal School, Ellensburg, Washington; Miss Mary Concannon, director of the Junior Red Cross for the Western Division; C. S. Jones of the World Book Company, who talked on giving standard educational tests; L. D. Henderson, commissioner of education in Alaska.

Schools in southeastern Alaska began their session September 4. Those farther north opened for work September 10.

(To be continued.)


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Ernest E. Oertel, principal of Galt Joint Union High School, is working for the first time in California educational fields this year. Last year he was superintendent of public schools of Waverly, Spokane county, Washington. For two years previous Mr.Oertel had been a high school instructor in St. Louis, Missouri.

Mr. Oertel is a graduate of the University of Washington, and has had post graduate work at the University of Wisconsin and the University of California. He is a member of Phi Delta Kappa, national honorary educational fraternity and takes an active interest in all major educational problems of today.

Mr. Oertel believes in making education practical and functional. Wherever he has been he has motivated and vitilized some subjects which seemed before to have little selling power with the students. Invariably he has been instrumental in creating a much greater school spirit. Because of his knowledge of journalism, music, athletics, dramatics and other subjects that make for student activity he has found it possible to do much constructive organization work in extra-curricular programs.


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## ANNUAL MEETING OF CALIFORNIA TEACHERS' ASSOCIATION CENTRAL SECTION AND ANNUAL COUNTY INSTITUTES OF FRESNO, KINGS, MADERA, MARIPOSA AND MERCED COUNTIES AND FRESNO CITY AT FRESNO NOVEMBER 26, 27, 28, 1923

The California Teachers' Association Central Section under the presidency of Wm. John Cooper, superintendent of schools of Fresno City, in conjunction with the annual institutes of Fresno, Kings, Madera, Mariposa and Merced counties and Fresno city, held the largest and most vigorous meeting at Fresno November 26, 27, 28, 1923, that has occurred in the San Joaquin Valley in recent years. Some 2000 teachers were in attendance.

C. W. Edwards, superintendent of Fresno county; Mrs. Meta N. Footman, superintendent of Madera county; Miss M. L. Richmond, superintendent of Kings county; C. S. Weaver, superintendent of Merced county, and T. B. Price, superintendent of Mariposa county, had combined resources under President Cooper's leadership in order to offer an unusual program of excellent speakers. In addition to the five counties meeting at Fresno, J. E. Buckman, superintendent of Tulare county, and L. E. Chenoweth, superintendent of Kern county, were meeting respectively at the same time at Visalia and Bakersfield. Both of these superintendents had added their resources to the Central Section fund and a number of the same speakers were programmed at the three cities.

President Wm. John Cooper in his opening address struck a serious note as to the duties and responsibilities of the teaching body. The whole Central Section program reflected the increased earnestness of the teachers.

President Cooper believes in intense work at institute time. Two courses reflected this fact. One was under the direction of Dr. Frank W. Hart, University of California. A group of fifty men spent three afternoons in listening to lectures on "School Housing Standards" and in actual work in "Scoring School Buildings." The second was a course given by Dr. Virgil E. Dickens, deputy superintendent of Oakland and Berkeley on "Tests and Measurements." Another feature of the institute was the breaking down of the barrier between high school and grammar school groups. Section meetings were scheduled by topics and the discussion considered the subject as a whole from the grammar school, then the high school.

Some thirty-three speakers made the three days' program varied and interesting. Will C. Wood, superintendent of public instruction of California, gave an inspiring address. Dr. John Adams, University of London, as usual, made a tremendous impression. Miss Emma Bolenius, author of the Bolenius Readers, was received with much favor. Mark Keppel, Los Angeles county superintendent of schools and president of the California Teachers' Association, let the people know that the teachers can fight if they must to uphold the highest standards of education.

Dr. Harold W. Fairbanks, author of Geographies on California and of the Progressive Series of Geographies, discussed the "Problem Method in Geography." Miss Myrta L. McClellan, University of California Southern Branch lectured on devices and methods of teaching geography in the middle grades.

Dr. Ernest Horn, University of Iowa, gave an address on "The Assignment in the Light of Recent Investigations." Miss Alice Leutsker, San Francisco State Teachers' College, gave an interesting lecture on the using of the Thorndike arithmetic texts. Miss Nannie Weed, Fresno county physical education instructor, gave a very practical demonstration of physical education exercises with students of the county.

Among other speakers were Vaughn MacCaughey, former superintendent of schools, Territory of Hawaii, associate editor Sierra Educational News; Chas. L. McLane, president Fresno State Teachers' College; Miss Ethel Richardson, state director of immigrant education; Dr. E. O. Sisson, Reed College, Oregon; Geo. Hjelte, director of physical education, Berkeley; Dr. Harold C. Bryant, University of California; Miss Olive Thompson, San Francisco State Teachers' College; Glenn Woods, director of music, Oakland public schools; Miss Floy Lewis, Fresno State Teachers' College; Miss Clara Bissel, Chaffee Union High School; Dr. Hal D. Draper, Fresno State Teachers' College; Miss Hannah Byrnes, supervisor of art, Fresno city; Miss Marguerite M. Hussey, Fresno State Teachers' College; Miss Antoinette Knowles, Fresno Technical School; Miss Cloie Loveall, Lowell school, Fresno; Miss Mildred Scaney, Reedley Joint Union High School; Miss Ethel Stanley, University of California.

## TULARE COUNTY TEACHERS' INSTITUTE, VISALIA, NOVEMBER 26, 27, 28, 1923

Superintendent J. E. Buckman of Tulare county held an interesting and instructive institute meeting at Visalia November 26, 27, 28, 1923. The sessions held at the same time the California Teachers' Association was meeting at Fresno made possible the combining of resources and the hearing of the same speakers. Music by the various schools of the county was a feature of the program. The school exhibits arranged under the direction of Miss Esta Aulman, rural supervisor, were especially attractive.

Dr. Vaughn McCaughey, former superintendent Hawaiian schools, gave an address entitled "Dear Teacher." Miss Alice Lentsker, San Francisco Teachers' College, discussed the Thorndike arithmetics. Dr. Ernest Horn, University of Iowa, lectured on "The Assignment in the Light of Recent Investigations." DeWitt Montgomery, superintendent Visalia city schools, and S. J. Brainerd, principal Tulare high school, spoke in regard to the California Teachers' Association. Mrs. Grace C. Stanley, commissioner elementary schools, and Dr. Herbert R. Stolz, commissioner physical education, both gave addresses. "The Plan of Testing in the Educational Program" was discussed by Dr. Virgil Dickson, Oakland public schools. Will C. Wood, state superintendent of public instruction, gave an able address. Miss Donzella Cross spoke on "Music Appreciation." Dr. E. O. Sisson, Reed College, Oregon, gave a lecture on "Abraham Lincoln and American Education." Dr. Harold W. Fairbanks, author Fairbanks Geographies, spoke on the topic, "How to Teach Real Geography." "Primary Reading" was the topic of Dr. Emma Bolenius, author Bolenius Readers. Miss Myrta L. McClellan spoke on Geography. Miss Floy Lewis, Fresno State Teachers' College, discussed Kindergartens.

## LAWRENCE E. CHENOWETH, SUPERINTENDENT KERN COUNTY SCHOOLS, CHOSEN PRESIDENT CALIFORNIA TEACHERS' ASSOCIATION CENTRAL SECTION AT FRESNO NOVEMBER 28, 1923.

The election of Lawrence E. Chenoweth to the presidency of the California Teachers' Association Central Section at Fresno November 28, 1923, was a point of much commendation among California school-


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men. Mr. Chenoweth takes up the work so ably forwarded by President Wm. John Cooper of Fresno city during this last year. This next year will see the continuation of the struggle against the forces that want to curtail educational work. In Mr. Chenoweth these forces will find an opponent who will give them a real battle. As an administrator of county schools Mr. Chenoweth ranks among the highest in California; he has the welfare of the boys and girls of the state at heart; he is an able speaker, a good diplomat, and the teachers of the Central Section will continue ably under his leadership.

### DR. HAROLD W. FAIRBANKS, AUTHOR FAIRBANKS PROGRESSIVE GEOGRAPHIES, AN INSTRUCTIVE INSTITUTE SPEAKER.

Dr. Harold W. Fairbanks, author of the Fairbanks Problem Method Geographies, has been in much demand as an institute speaker recently. Within the last month he has addressed audiences at Fresno, Visalia, Bakersfield and San Diego. His main topic has been the Problem Method of Teaching Geography. His main theme has been "How to Teach Real Geography." In discussing this topic he has divided his subject as follows: (a) Problem Teaching; How to Plan It. (b) How Much of the Problem Method Should We Use? (c) Types of Problems and Projects. (d) Will the New Method of Combining Geography and History Prove Adequate for Geography? Will Not the Child Get a Sketchy Knowledge of Geography?

Dr. Harold W. Fairbanks is the author of "The Home and Its Relation to the World," "California" (a geography of California), "California, United States, and the World," and "Topical Outlines of Geography of the Continents." Dr. Fairbanks has two Books on world geography in press which will be published the spring of 1924.

Bookmen were present in numbers at the recent San Joaquin county institutes. At Fresno those in attendance were C. C. Van Liew, American Book Company; Miss E. M. Willis, Milton Bradley; J. O. Tuttle, F. A. Rice, Ginn & Company; R. Colwin, Silver-Burdett; J. F. Hargraves, D. Appleton & Company; C. W. Roodman, Sanborn & Company; W. H. Laidlaw, Laidlaw Brothers; C. S. Jones, World Book Company; R. H. Loomis, Houghton-Mifflin; Thomas P. Horn, Charles E. Merrill Company; — — Scott, Scott, Foreman; W. M. Culp, Harr Wagner, Putnam and Blakiston.

At Visalia only a few bookmen were in attendance; those having displays were Ralph Works, Rand-McNally & Company; R. H. Loomis, Houghton-Mifflin; W. M. Culp, Harr Wagner, Putnam and Blakiston.

At the Visalia institute the Dennison Company had a most attractive display of articles contrived of crepe paper and sealing waxes, in charge of Miss Matilda L. Jekkeler. Miss Jekkeler demonstrated to the teachers the various uses in which her company's products could be used and was in tremendous demand, as a large number of teachers desired instruction.

# EXCHANGE OF IDEAS AND DEVICES

Conducted by Sylvia Starr

**Teachers are urged to contribute to this column. Any device that has been found to be practical and helpful in the school-room or in the yard, for entertainment or study, is desired. If you have a good idea PASS IT ON. Address Sylvia Starr, Idea and Device Editor, Western Journal of Education, 149 New Montgomery Street, San Francisco, California.**

Dear Sylvia Starr:

Books of wall paper, which may be obtained from any accommodating wall-paper store, are very useful when the children are making Christmas presents, valentines and May baskets. Sometimes designs on wall paper may furnish ideas for art work. The plain colored paper is often a satisfactory mounting for pictures and mottoes taken from educational magazines.

I find it helpful to keep a notebook of games and devices from good books, and another of short clippings from educational magazines and newspapers. These I always keep on my desk. In this way the best and most modern material which is to be found is easily accessible.

Yours truly, Lyndell Michener.

Dear Sylvia Starr:

We play "cafeteria" in our number work. The children line up before the front rows of desks or in front of my desk where we have placed names of supposed dishes of food and price tags. Each child as he passes chooses his meal and counts his prices while en route to the cashier who checks up on the result. If there is a difference in estimates the customer must stand and count his food and prices again with the cashier. We keep our line moving quickly. Contra Costa Teacher.

Dear Sylvia Starr:

Do you permit riddles for little children in your column? Here is one the little ones will enjoy memorizing and asking mother the answer:

"I've a dear little playmate;
I'll tell you a lot
About what she does—
And cares not a jot—
And what she is like,
And then you must try
To guess what it is,
You'll know bye and bye.

"Her dress—it is white;
Her nose—it is pink,
And she has some pins
In her paws, too, I think;
She drinks milk for breakfast,
And is very neat,
But—oh, dear!—she washes
Her face with her feet!"

I think the fall and early winter is a good time to discuss animals and their habits, as we can bring in such points as the animal's winter home, its heavier furs, etc. Sincerely, Sarah Maybright.

Sylvia Starr:

A movie game is our "latest"!

During our hand-work period one day we made a strip and marked it with number combinations. It was made of Bristol-board, was about eight inches wide and several feet long. Upon this strip the children marked number combinations they had been studying recently. We had a small wooden screen, like a picture frame, which we made to fit over the Bristol-board strip and it formed an oblong opening over different number combinations, as it was made to slide across the board at will. Now we use this device after our drill work. The children pass the "film" through the screen, being careful to bend back the strips so that only the numbers appearing in the opening can be seen by the class. Then the class calls the answer. Combinations causing special difficulty are noted for special drill.

Yours truly, Marian Helmer.

Dear Sylvia Starr:

My first grade children are keeping scrap-books of their vocabulary. As they learn new words I write them in their books for them, very plainly, or we print the words. Some of the children can write their own words by this time. No child is permitted to place a word in his book unless he really knows the word and it is his own. Then he can claim it. The books are decorated with handwork and art designs made by the children. The children make up stories of their words sometimes and they also use their own words for word-building and with letter cards.

A Primary Teacher.

Dr. Frederick Burk, president of the San Francisco State Teachers' Colleges, has written several articles against the lock step in education for the San Francisco Chronicle. Superintendent Jos. Marr Gwinn of San Francisco has also taken up the discussion from a different angle. Collier's Weekly has also given publicity to the remarkable work being done in our State Teachers' College.

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### A HEALTH PROJECT

"Peggy Learns Good Habits" is the name of a play given recently by the children of the Lincoln School in Berkeley, under the direction of Miss Valborg Hansen, physical training teacher.

Learn and practice good health habits is the theme of the play which was planned by Miss Hansen. The children personify necessities of life such as water, milk and exercise, while fresh air, sleep, cleanliness, brushing the teeth and eating the right kind of food, all receive attention in a most interesting manner. The children in their domestic science classes and at home planned and made their costumes. The play carried its lesson home, not only to the little actors, but to the child-audience, according to reports of Principal Joseph L. Blumb and his teachers. There was a swing and rhythm about the lines and the acting, together with the music and dancing that accompanied the presentation, that, combined with the ease with which the little players took their parts, gave the play an artistic as well as a health value. Principal Blumb states this is one of many projects which the Lincoln school develops each term.

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Elmhurst School, Nov. 28, 1923.

Editor, Western Journal of Education.

Dear Sir: I submit the following notice for the next publication of the Western Journal of Education:

The California Kindergarten Primary Association was organized at Fresno, California, November 24th, by representatives from all sections of the State. This statewide organization aims to better the interests of kindergarten-primary education. All organized clubs interested in kindergarten or primary education are eligible to membership through representation.

For purposes of organization the State has been districted into the same sections as those designated by the California Teachers' Association.

The object of this association is to unify thought and action in the field of kindergarten-primary education throughout the State; to bring about legislation that will seek to further kindergarten-primary education; to promote the best types of leader training in the field; encourage research work; to establish a publicity program; to affiliate kindergarten-primary interests with other organizations interested in the education of young children; and to cooperate with State and National organizations, with the I. K. U. and the United States Bureau of Education.

The following officers were elected by the council to serve temporarily until the constitution, now in the hands of a constitution committee, is accepted and put into effect:

President—Miss Katherine McLaughlin, So. Grand street, University of California.

Vice-Presidents—The presidents of the six districts represented in the association: Southern section: Miss Barbara Greenwood, So. Grande street, University of California. Central section: Miss Floy Lewis, State Teachers' College, Fresno. Bay section: Miss Lavinia McMerdo, 191 Frederick street, San Francisco. Northern section: Miss Marion Bardon, State Teachers' College, Chico. North Coast section: not determined. Central Coast section: not determined.

Secretary—Miss Florence Morrison, 1704 Filbert street, Oakland.

Treasurer—Miss Anna Stovall, State Teachers' College, San Francisco.

The next meeting of the council is to be held in Los Angeles and will be called by the chair during December to perfect and vote on the constitution.

I thank you for your courtesy and cooperation. Very truly yours, Faith Shaw, assistant to secretary.


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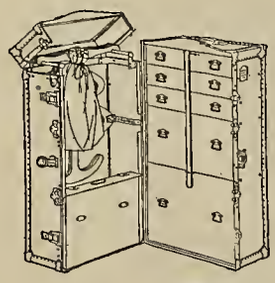

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# COUNTY FREE LIBRARY DEPARTMENT

By Julia G. Babcock

## WHAT THE LIBRARY CAN DO TO HELP THE SCHOOL IN ITS PROGRAM OF ART EDUCATION.

By Julia G. Babcock

The general trend of art education in the schools has been toward industrial or applied art, as is shown by a recent survey conducted by Royal Bailey Farnum, State director of art education for Massachusetts, based upon questionnaires sent to leading art educators and teachers throughout the country.

In New York State the dominant note is industrial art, although the program also includes art appreciation. In Yonkers, N. Y., the aim is expressed as the "desire of art for art's sake, and to make thinkers in art expression and appreciation." In Maryland the plan is to have all art instruction in harmony with the industrial interests of the various communities. Mr. Frederick Whitney of Salem, Mass., deplores "the tendency toward jazz in art as illustrated by the painting of unheard of flowers and fruits, and birds of grotesque forms and colors," but thinks the pendulum has swung back toward a saner, more beautiful type of art." In Boston and Cambridge, Mass., the goal of art instruction is "that appreciation of beauty anywhere and everywhere, in nature, in historic art, in the printed book, in costume, or in the manufactured article." In Minneapolis, art instructors are "in sympathy with any movement that will tend to make people, more and more, demand that what they wear, what they place in their homes, whatever comes into their daily lives be beautiful." In Santa Barbara, it is reported that the growth in the point of view of applying art in the home, in clothes, and in advertising has been enormous. Los Angeles emphasizes art appreciation, self expression, and development of initiative.

One library in California helped the art supervisor and the schools by purchasing for each school in the county a copy of "Applied Art" by Pedro J. Lemos. The School Arts Magazine is also subscribed for as an aid to teachers of this subject. The same library has recently acquired a number of valuable books on old Norse weaving and the embroideries of Czecho-Slovakia. The plates are color reproductions showing the texture of the material and the form of the stitch used in effecting the brilliant and beautiful patterns. Historic costume may be studied through such books as Planche, Cyclopedia of Costume, or dictionary of dress, Ashdown-British costume through nineteen centuries, Alice Morse Earle, Two centuries of costume in America, and many more titles of similar compass. Old bound volumes of Godey's Lady's Book are excellent aids in studying dress in America during the latter half of the nineteenth century.

In fact, the subject of applied art includes everything from building and furnishing a house to making a becoming hat, from planning a garden to weaving a basket, from wood working to pastry making. While all the time real art as represented by painting and sculpture stands waiting for the recognition of the embryo artisan. Every library worthy the name contains many books upon the study and enjoyment of pictures, and this study cannot be begun too early. There are excellent histories of art available for anyone's use, and outlines for study both by adults and by children. There is a series of eight books entitled "Stories Pictures Tell," by Flora L. Carpenter, and it would be a fine thing if every library had inexpensive copies of the pictures mentioned in these little volumes.

Many libraries have picture collections numbering hundreds or thousands according to the size of the library and of the community served. Several libraries have found it worth while to supply each school with a picture frame with removable back so that pictures may be readily exchanged from time to time. In such cases there must necessarily be a uniformity of size in the pictures sent. "The Art Appreciation Series" consists of three hundred reproductions in color, following as closely as possible the present coloring and appearance of the originals. These are mounted upon heavy cardboard and are gathered into six portfolios, arranged by country. They are excellent for art study by clubs, schools, or individuals. There is also a good collection of lantern slides in color illustrative of the great paintings of the last five hundred years.

## LIBRARY NOTES

The palm for the circulation of unusual material can no longer be claimed either by the county library which issued the hive of bees, or the one that loaned the cow, for Alameda County Free Library sent out a skeleton for the use of a physician who was giving a course of lectures on first aid. While not as active as the bees, nor as comely as the Jersey cow, we yield to Alameda in point of gruesomeness.

Standard School in Kern County gave an interesting playlet at Thanksgiving time, showing the development of the library idea and its growth from the days of Abraham Lincoln to the present time, when in desert and mountain, in city and country, book service is given free to everyone. One tall, slender lad represented Lincoln in the familiar setting of his simple home lying before the fireplace and reading one of his treasured few books by the light of pine knots. Other acts showed the branch library at work today. At the end of the little play there was a circus parade in which wild animals marched across the stage, each bearing one big letter which together read as they marched, "A library for Oildale." The Parent-Teacher Association at Oildale has purchased two desirable lots as a library site and hopes to have the county library erect a building there. This has been done in six other communities.

## JOTTINGS FROM KERN COUNTY TEACHERS' INSTITUTE

The Kern County Teachers' Institute convened as usual for the three days preceding Thanksgiving Day. It was one of the best of the many good institutes held in the county. Mr. L. E. Chenoweth is an ideal presiding officer, calling sessions to order promptly, introducing the speakers with rare grace, meeting every contingency of a great gathering with the word fitly spoken. Among the guests of honor were Dr. John Adams of the University of London, and Mr. Mark Keppel of Los Angeles, a near neighbor who is ever welcome. One of Mr. Keppel's epigrammatic expressions was that "there is no freedom except the freedom of intelligence and no slavery but the slavery of ignorance."

Dr. John Adams gave two splendid addresses, one in the morning on "The Teacher as Actor," in which he developed the thought that while it is often said that the teacher must not act a part, must not play a part, we are all playing a part whether we will or no. If we are true to ourselves, to which self are we true? If our worst self is struggling for control, then it is better to act a part and let the better self rule. In the afternoon out under the beautiful trees of Stockdale Ranch on the lawn where luncheon was served in the soft balmy air of a late November day, he spoke again on the topic of "The Psychology of the Class." He opened his address by saying, "How many persons does it take to make an ideal walking party? Some say two, some say three, some four. Two persons are likely to weary of each other, four will split up into pairs, while three is to me the ideal number, for when two weary of each other there is a third to fall back upon. Of course, I am speaking of men." From the beginning he showed that people will do in groups many things that they would not think of doing by themselves, and this point he illustrated by using the example of certain refined, dainty, soft-voiced young women whom he had seen the day before at a great football game. He suggested that we take two sheets of foolscap paper, and on one of them write all the points in which we resemble Shakespeare, and on the other all the points in which we differ from him. "You will find," he said, "that there are more points of resemblance than of difference, although the points of difference are rather important."

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# The Reviewer's Book Table

## THE VOCATIONAL TRAINING OF JACK AND JILL

**The New Agriculture for High Schools,** by Kary C. Davis. J. B. Lippincott.

**Elements of Retailing,** by Ruth Leigh. D. Appleton & Company.

**Economics of the Family,** by C. W. Taber and Ruth A. Wardall. J. B. Lippincott.

These three books are intended for high school use, and represent excellently the trend of the modern high school, to serve the practical needs of its students as future self-supporting citizens. The boy who looks either toward farming or business as his vocation is well provided for by the first of these books, written by experts in their fields, to meet the exact needs of the high school class-room.

The Third book gives the high school girl a chance for definite training as a homemaker, a dispenser of the funds which Jack is to earn as farmer or business man. The girl who has studied this book should gain from it a deepened sense of responsibility about money and a sense of balance and proportion in spending it.

## THE CARE OF YOUNG CHILDREN

**The Growing Child,** by S. Josephine Baker, M.D. Little, Brown & Company.

The writer presents in simple but authoritative form information and guidance for the mother, the teacher, and the school nurse, on the health problems of young children.

It is to be regretted that this splendid manual did not come to hand in time to be reviewed together with the **"Mental Training of the Pre-School Age Child"** (reviewed in the November issue). Armed with these two books, any mother of young children could face her task with confidence, sure of turning out, as a result of her labors, a perfectly balanced child, "Mens Sana in corpore sano." One book deals with the physical needs of the child, the other with his mental and moral needs. Both handle adequately the problems of the normal, healthy child, and the problems of the more or less abnormal sickly child. Together they should fill a splendidly useful place in the literature available to those who bear the responsibility of moulding young bodies and souls.

**Alaska, The American Northland,** by Isabel Ambler Gilman: Two or three pages or even one chapter on Alaska would not suffice any child or any person desirous of information or atmosphere of that northland, if he could have one glimpse of this book. The author, who was formerly a teacher in Alaska, has made her information very readable as well as instructive by having a group of boys and girls take a trip in the north, starting from Seattle. This group has a "floating school" on board ship, and through this medium and actual observations and experiences, a vast fund of information is given. It is information which will interest any person as the book contains data on mining, lumbering, fishing, reindeer and fur industries. It tells of the glaciers, the magnificent scenery, the animals, the birds and the natives. Stops are made en route at Ketchikan, Wrangell, St. Petersburg, Juneau (the capital city), Skagway and other points, including a trip overland to the headwaters of the Yukon river. The reader meets much of the best that has been written of Alaska and quotations are freely given and comments made on the writers. The history and geography, together with future possibilities, are all included. Those who have been in Alaska will enjoy re-living their trip; those who have not will catch the inspiration of the great northland and desire to explore its wonders for themselves. The book explains the fact that on "the beaten track" life is to be compared in the little towns to that in the United States, but that off this "beaten track" we find Alaska a primitive though magnificent wilderness. Every child, studying geography above the fourth grade, should read this volume. (World Book Company: Yonkers-on-Hudson, New York, 1922.)

**Essential Language Habits,** by Esther Marshall Cowan, Annette Betz and W. W. Charters, Book I, Book II, Book III: A radical departure in modern elementary language lessons is the cutting out of the dead wood and making the lesson practical and interesting so it will function in the every day life of the pupil. This series of books is modern in this respect and covers the work for the elementary schools in a thoroughly efficient manner and one which holds charm for children. The aim of the series is "to provide the procedure for making correct forms automatic." The project method is used. The projects are carried through a series of stories, studying literature and pictures, dramatization, games, and activities which embrace the field of the language lesson. Correct forms, capitalization, punctuation, etc., are empha-

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## BOOK REVIEWS

**English Phonetics**, A Manual for Teachers of Reading, by Frank E. Parlin: Teachers who have been tied to method books rather than books which were wide enough in scope to admit original and spontaneous handling of problems confronted in teaching elementary reading, will be pleased with the actual, unbiased information in the teaching of phonics, included in this volume. Phonetic work for the first three years is included. The author accomplishes in a concise style that which is discussed in the preface, namely, he says, "phonetic instruction should include only the most common sounds of the language, systematically arranged, and should be general in its application—not being confined either to a local vocabulary or to the list of words presented in any one series of reading books. No attempt should be made during this course to teach many of the finer distinctions of vowel sounds because the children cannot appreciate them and it leads only to confusion." Rules and reasons are included with phonetic lists. The book has nothing to do with actual reading. It deals with tools for reading. (Little, Brown & Company.)

## "THE WHITE CZAR"

This story of the Polar Bear is dedicated to Admiral Peary and written by Clarence Hawkes in his well-known graphic style, and published by Milton Bradley Company. Mr. Hawkes is the author of "Pep, The Story of a Brave Dog," also in the Bradley Quality Books Series. Charles Livingston Bull, who has drawn the pictures, is a well known San Franciscan, who achieved fame some years ago and is the best illustrator the West has produced, and the picture that he draws of "The White Czar" is one of his best.

The preface of about ten pages gives a very interesting description of the land of the Eskimo and leaves the reader eager for the story.

The chapters of the story intrigue the reader. Here are the titles:

I, The Start, 21; II, A Wild Musk Ox Hunt, 29; III, Eiseeyou Meets the White Czar, 48; IV, Return of the Hunting Party, 58; V, I-Wok, the Mighty, 69; VI, The Czarina, 73; VII, Whitie, 84; VIII, Whitie and Little Oumauk, 96; IX, The White Czar, 112; X, The Betrayal, 129; XI, The Wreck, 141; XII, Two Captives, 161; XIII, The Flight Northward, 177; XIV, The Last Meeting, 192.

**Our Constitution, Its Story, Its Meaning, Its Use**, by A. J. Cloud, chief deputy superintendent of schools, San Francisco, is just off the press of Scott, Foresman & Company, Chicago, Ill.

The deep interest in government has led to an intense desire on the part of the people to have the schools stress the Constitution in a more definite way. Archie Cloud has met the demand in providing a real textbook for the elementary grades. It is divided into two parts. Part I contains a simple explanation of the nature of government and of our Republic as a type. Part II takes up the individual clauses of the Constitution. At the end of each chapter are questions and problems. This book is to government what the multiplication table is to arithmetic. There is no attempt to bring in a lot of Americanization work, which means to government about what ice cream does to a New Year's dinner. Here is teaching material with real punch to it. It is straight, solid textbook material from page 15 to page 224. The style is clear, definite and informational. We are sure it will be the most teachable book of the kind in the field. The publishers, in the illustrations, type, binding, etc., have made a most excellent contribution to artistic publishing. San Francisco is especially honored in having one of its educational staff, with the ability to produce a work of such marked excellence.

## MEN WHO KNOW BOOKS

The American Book Company for some years have in its western field employed men who know books and who have given great service to the schools. Dr. C. C. Van Liew, whose educational background and experience are of the highest quality; as a professor of psychology in the Los Angeles Normal; as president of the Chico State Normal; as a member of the State Board of Education for many years — he helped to lay the foundation of the high educational and professional standards California has attained. D. J. Sullivan, as city superintendent of schools of the city of Alameda, was an outstanding figure, and from that experience has developed into a fine understanding of the needs of the schools from the textbook standpoint. Years of service have brought him the love and respect of the school people.

Leroy Armstrong, as teacher-principal and first secretary of the California Teachers' Association under its reorganization, and editor of the Sierra Educational News, was known for his efficiency in school work, just as at present his competitors admit he is the ablest analyst of the merits and demerits of school texts.

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# ALASKA

## A VACATION AFLOAT IN NORTHERN WATERS

By Geraldine Sartain

(Editor's Note.—This travelogue, written by a San Francisco newspaper woman who took the Alaskan trip this summer with a friend, will give teachers the information they wish to have regarding a vacation trip in the Far North. Teachers who are considering such a trip will read of the delights in store for them. Those who wish to escape the routine duties of life will find they have discovered exactly the trip to take, according to this account, which will run for several months in the Western Journal of Education.)

"A day and a half in Seattle before we sail for the midnight sun!" we said to each other.

And there is much to be seen in Seattle. The city, which sprang into seaport prominence overnight, when the gold-rush days came, boasts an originality, a rough and ready "big-village" look, that is most interestaing.

Even its public squares have taken on the outpost-of-Alaska look with their totem poles that once upon a time marked the homes of a clan of Alaskan Indians or the last resting place of some noted warrier chieftain.

In its shops is that same feeling exemplified — one is now in the backyard of Alaska. Curio store windows are filled with beaded moccasins of hair seal, wrought by the hands of the native women, curious carved ivory articles, seal purses, long strings of old fossilized ivory beads, tiny bright colored totem poles.

There were miles of beautiful Lake Washington shore front to be explored, steamer rides upon the sound, through the canal into the lake to be taken, and one glorious night we spent in a house-boat upon the placid lake, leaping from the front porch into the cool water for a swim by moonlight, followed by a swift glide out over the silvery stretch in a canoe while strains of "Mandalay" floated out to us from the shadowy veranda we had just left.

Yes, we saw all of Seattle from the view all Seattleites tell you to see from the forty-third floor of the towering L. C. Smith building, to the acres and acres of forested hills, flowery paths and big buildings that make up the campus of the state university.

By noon the next day we were again sailing up Puget Sound on an Admiral Line boat towards the real place of our dreams. The good ship "Queen" is the Alaska excursion boat on which we steamed away for some of the happiest days we have ever spent—days filled with the feeling of luxuriant ease and absolute relaxation that comes when one floats up fjord-like waterways surrounded by high wooded banks, threaded here and there by sparkling waterfalls which lie like strips of lace from water's edge to sky-line.

And Alaskan sunsets—never had we seen anything more magnificent than the play of colors in the sky as the sun sank behind Vancouver Island the first night out. All our fellow passengers were on the rear and side deck watching silently, alone and in little groups, as the great red ball disappeared, leaving an aura of shifting colors and lights in the sky and reflected in the blue waters of the sound.

On the island to our left lay the beautiful Canadian city of Victoria. We did not stop, as the Canadian boats stop at the Canadian ports and the American boats at their own ports in this northern land. To our right as we sailed up the sphere we could see the distant smoke and haze of Vancouver.

Thursday we made the acquaintance of Captain Victor Enquist and his two pilots, Captain Jensen and Captain Karbee, and from thence on the "Queen" was ours. Hour by hour we rode in the pilot house, while these veteran mariners of Alaskan waters pointed out Indian villages, fox farms, little islets and winding passageways which lay on both sides.

What a thrill we got at the sight of our first totem pole! It was akin to nothing in the world except that first feeling of delight when one was a small child and saw some strange new circus animal. This pole rose tall and straight in front of some native chief's door, and Captain Enquist pointed it out excitedly, in fear that we might miss it.

To our left still lay Canadian territory, as we passed out Queen Charlotte Sound and on past Namu, Bella Bella, Swanson Bay, Prince Rupert, Port Simpson, and dozens of little fishing villages, fur-trading posts and canneries where we could see the inhabitants going about their occupations or strolling down to the water's edge to watch the steamer sail by.

All sorts of legends and interesting, quaint bits of folk-lore the captain and his two pilots told us, as we threaded our way northward. Off in the distance they showed us "squaw villages"—that phenomena of the north where all the white men who have taken unto wife native women, gather, and establish their own townships, since they are gazed at askance in the settlements of the white people. Still further north in the Klondike region I am told that the white people and the natives mingle quite freely, but here near Canada and the United States such freedom is frowned upon severely.

The days and nights on the "Queen" were idyllic—filled with rest and good times. When we weren't visiting in the pilot house and listening to the tales of our mariner friends, striving to absorb as much of the feeling and color of this romantic country as we could, we were dancing and eating, taking our constitutionals about the deck, reading and playing.

On board there was a jolly crowd—men going up to close up their canneries and audit their books for the season, a group of young girl teachers bound for the country that spelled romance.

But nearer and nearer we drew to Ketchikan, the first American port of entry and our first stop. Second only to the thrill at the sight of our first toem pole was our excitement on reaching Ketchikan.

We were really in Alaska!

(To be continued)

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### THE DEDICATION OF THE LINCOLN SCHOOL, TAFT

The dedication of the Lincoln school, Taft, December 13, 1923, as arranged by Superintendent J. A. Joyce, was an event that will stay long in the remembrance of the citizens and visitors present. The Lincoln school is a magnificent grammar school building, outstanding both in design and equipment, recently constructed at a cost of $360,000. Mr. Joyce is to be especially commended on the design of the building, as it is his ideas that have been worked out.

Superintendent H. B. Wilson of Berkeley and Secretary L. E. Chenoweth, superintendent of Kern county, were the speakers of the occasion.

Superintendent Wilson at noon gave a rousing address on education at the Business Men's Club. In the evening in the Lincoln school's auditorium his lecture on "The Objectives of Modern Education" was a masterpiece of logic and presentation.

An afternoon program was given in which the children presented a program and at which Superintendent Chenoweth spoke.

A most pleasing feature of the occasion was the banquet held in the school's cafeteria. Some 200 guests were present and the huge feast was prepared in the superbly equipped cafeteria kitchen. Troops of Campfire Girls efficiently served the courses.

Mr. J. A. Joyce has only been in Taft two years but has accomplished a great program of school construction and school administration. In the continuance of his program much can be expected.

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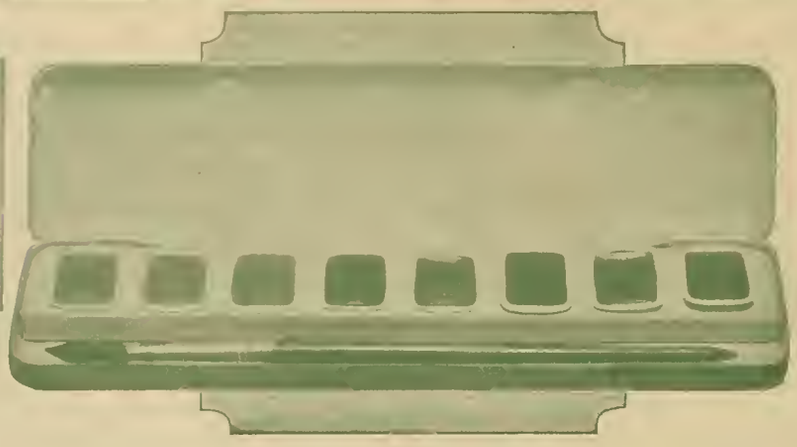

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